AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS IN THE WRITING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO

By:
Mita Lestari
Student Number: 1801071036

TARBIYAH AND TEACHER TRAINING FACULTY ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/ 2022 M

AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS IN THE WRITING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarana Pendidikan (S. Pd)

in English Education Department

By:

Mita Lestari

Student Number: 1801071036

Tarbiyah and Teachers Training Faculty

English Education Department

Sponsor: Dr. Mahrus As'ad, M.Ag

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/ 2022 M

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITINGOF RECOUNT TEXT OF THE TENT GRADERS OF SMK PELITA BANGUNREJO

Name : Mita Leatari
Student Number : 1801071036
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education Departement

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Metro, 14 Desember 2022
Sponsor

Dr. Mahrus As'ad, M.Ag
NIP.196112211996031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah of Mita Leatari**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name	:	Mita Leatari
Student Number	:	1801071036
Department	:	English Education
Faculty	:	Tarbiyah and Teaching Training
Title	:	AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITINGOF RECOUNT TEXT OF THE TENT GRADERS OF SMK PELITA BANGUNREJO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, 14 Desember 2022

Head of English Education Departement

Andianto, M.Pd
NIP. 19871102 201503 1 004

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP.196112211996031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi Mita Lestari**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr. Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama	:	Mita Leatari
NPM	:	1801071036
Prodi	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITINGOF RECOUNT TEXT OF THE TENT GRADERS OF SMK PELITA BANGUNREJO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr. Wb.

Metro, 14 Desember 2022
Sponsor

Dr. Mahrus As'ad, M.Ag
NIP.196112211996031001

Mengetahui,
Ketua Prodi TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE
No. B-0023/In.28.1/D/PP.00.9/01/2023

An Undergraduate thesis entitled: AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO. Written by: Mita Lestari, Student Number 1801071036, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, December 26th, 2022 at 10:00 – 12:00 p.m

BOARD OF EXAMINERS:

Chairperson	: Dr. Mahrus As'ad, M.Ag	(.....)
Examiner I	: Andianto, M.Pd	(.....)
Examiner II	: Rika Dartiara, M.Pd	(.....)
Secretary	: Yeni Suprihatin, M.Pd	(.....)

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1006

AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO

ABSTRACT

By:

Mita Lestari

This research is about an analysis on the use of simple past tense in English recount text made by the tenth graders of TKJ of SMK Pelita Bangunrejo. The objectives of this research were to find out errors of using simple past tense and personal pronoun in recount text written by the tenth graders of TKJ of SMK Pelita Bangunrejo and to find out the dominant errors made by the students in using simple past tense in recount text written by the first graders of TKJ of SMK Pelita Bangunrejo.

The instrument of research was test and documentation. The research using qualitative method. The result of this research showed that there are four types of error that occur; error of omission, error of addition, error of miss-formation and error of miss-ordering. The most dominant errors students made error of miss-formation with total 51 errors or 54,26%. It is higher that half of the total of errors made by the students. The error miss-formation is related to the use of the wrong form of the morpheme structure.

Keywords: *Error, Writing, Recount text, Simple Past Tense*

ANALISIS KESALAHAN PENGGUNAAN PAST TENSE DALAM PENULISAN TEKS RECOUNT SISWA KELAS X SMK PELITA BANGUNREJO

ABSTRAK

Di tulis oleh :
Mita Lestari

Penelitian ini membahas tentang analisis penggunaan simple past tense dalam teks recount bahasa Inggris yang dibuat oleh siswa kelas X TKJ SMK Pelita Bangunrejo. Tujuan dari penelitian ini adalah untuk mengetahui kesalahan penggunaan simple past tense dalam teks recount yang ditulis oleh siswa kelas X TKJ Pelita Bangunrejo. dan untuk mengetahui kesalahan dominan yang dibuat oleh siswa dalam menggunakan simple past tense dalam teks recount yang ditulis oleh siswa kelas siswa kelas X TKJ Pelita Bangunrejo.

Instrumen penelitian adalah tes dan dokumentasi. Penelitian ini menggunakan metode kualitatif. Hasil penelitian menunjukkan bahwa ada empat jenis kesalahan yang terjadi; kesalahan penghilangan, kesalahan penambahan, kesalahan pembentukan dan kesalahan pemesanan. Kesalahan yang paling dominan dilakukan siswa adalah kesalahan miss-formation dengan jumlah 51 kesalahan atau 54,26%. Ini lebih tinggi dari setengah dari total kesalahan yang dibuat oleh siswa. Kesalahan formasi yang salah berkaitan dengan penggunaan bentuk struktur morfem yang salah.

Kata kunci : *Kesalahan, Penulisan, Simple Past Tense, recount text*

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name : Mita Lestari

St. Number : 1801071036

Faculty : Tarbiyah and Teacher's Training

Department : English Education Department

State that this undergraduate thesis is originally the result of the research done by the researcher, in expection of the certain parts of which are excerpted from the bibliography mentioned.

Metro, December 26, 2022

The researcher

Mita Lestari

St. Number.1801071036

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Mita Lestari

Npm : 1801071037

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk sumber nya dan disebutkan dalam daftar pustaka.

Metro, 22 Desember 2022

Penulis

Mita Lestari

St. Number.1801071036

MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

Indeed, with hardship [will be] ease.

(Q.S Al-Insyirah)

“if you can't do great things, do small things in a great way’’

(Napoleon Hill)

“ The possibility of all those possibilities being possible is just another possibility that can possibly happen “.

(Researcher)

DEDICATION PAGE

I dedicate this undergraduate thesis to:

My beloved parents, Mr. Basri and Mrs. Darwati who always support me to finish this undergraduate thesis and always beeing hero for my life.

My Sponsor Dr. Mahrus As'ad, M.Ag

All my beloved lecturers of IAIN Metro.

My lovely friends Nur Anisya, Pita Alpiyah, Anggun Emgi Wirani. all Member of NCT And from Indonesian Moslem Student Movement Rayon PBI, who always support me with their moral values and good advice.

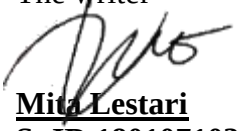
My Almamater of State Institute for Islamic Studies (IAIN) Metro

ACKNOWLEDGEMENT

Praise thanks to Allah who has been giving His blessing and mercy to the writertocomplete a researchentitled"An Error Analysis On The Use Tense In The Writing Of Recount Text Of The Tenth Graders Of SMK Pelita Bangunrejo". Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world. In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Head of English Education Department of IAIN Metro Lampung.
4. Dr. Mahrus As'ad, M.Ag as the advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Department of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.
6. Headmaster, Teacher, Staff of the SMK Pelita Bangunrejo who gives permission to the researcher conduct the research in this school teacher of SMK Pelita Bangunrejo.
7. All of her friends in English Education Department Force of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis. The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, December 2022
The writer



Mita Lestari
St.ID 1801071036

TABLE OF CONTENT

COVER ..... **i**

TITLE ..... **ii**

APPROVAL PAGE ..... **iii**

NOTIFICATION LETTER ..... **iv**

RATIFICATION PAGE ..... **vi**

ABSTRACT ..... **vii**

STATEMENT OF RESEARCH ORIGINALITY ..... **ix**

MOTTO ..... **xi**

DEDICATION PAGE ..... **xii**

ACKNOWLEDGEMENT ..... **xiii**

TABLE OF CONTENT ..... **xiv**

LIST OF TABLES ..... **xvii**

LIST OF APPENDIXES ..... **xviii**

CHAPTER I INTRODUCTION **1**

A. Background of Study 1

B. Research Question 4

C. Problem limitation 5

D. Problem formulation 5

E. Objectives and Benefits of the Study 5

F. Prior Research 6

CHAPTER II THEORETICAL **9**

A. The Concept of Writing 9

B. The Concept of Simple Past Tense 9

1. The Definition of Simple Past Tense 9

2. The formula of simple past tense 11

3. The Function of Simple Past Tense 15

4. Tense 16

C. The concept of recount text writing 17
1. The Definition Of writing 17
2. The component of writing..... 20
3. The Process of writing 23
4. Definition of Recount Text 26
5. The Generic Structure of Recount Text 29
6. Language Features of Recount Text..... 29
D. The Problem of writing recount text 29
1. The focused Faced by the Students..... 30
E. The Concept of Error Analysis 35
1. Definition of Error Analysis..... 35
2. Sources of Error 37
3. Classification Of Error 38

CHAPTER III RESEARCH METHOD 44
A. Research Location..... 44
B. Subject And Object Of The Study 44
C. Types and Characteristic Research 44
D. Data Resources..... 48
E. Data Collecting Technique..... 49
F. Data Validity Technique 51
G. Data Analysis 51
H. Indicator Of Success 52

CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION
A. Location of the Research..... 54
1. Brief History about the Establishment of SMK Pelita Bangunrejo..... 54
2. Geographical Location..... 55
3. The Condition of Teachers and Official Employers in of SMK Pelita Bangunrejo..... 56
4. The Quantity of SMK Pelita Bangunrejo 57

5. The Organization of SMK Pelita Bangunrejo 58
6. The vision and Mision 58
B. Result of the Research..... 59

CHAPTER V CONCLUSIONS AND SUGGESTIONS
A. Conclusions..... 66
B. Suggestions 66

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 1.1 Data of pra survey result 3
Table 2.1 Table of Verb be 13
Table 2.2 The Difference between Narrative Text and Recount Text. 20
Table 4.1 The Condition of Teachers and Official Employers in of SMK Pelita Bangunrejo 56
Table 4.2 The table Quantity of SMK Pelita Bangunrejo 57
Table 4.3 The table of Omission Error Made by Students See Appendix 10 60
Table 4.4 The table of Addition Error Made by Students See Appendix 60
Table 4.5 The table of Miss-Formation Made by Student see appendix 61
Table 4.6 The table of Miss-Ordering Error Made by Student see Appendix 63
Table 4.7 The table of Total of Errors.....64

LIST OF APPENDIXES

Appendix 1 Observation Sheet

Appendix 2 Documentation Sheet

Appendix 3 Surat PraSurvei

Appendix 4 Surat Balasan Prasurvei

Appendix 5 Surat Bimbingan Skripsi

Appendix 6 Surat Izin Research

Appendix 7 Surat Tugas

Appendix 8 Surat Balasan Izin Research

Appendix 9 Surat Bebas Pustaka Perpustakaan

Appendix 10 Surat Bebas Pustaka Jurusan

Appendix 11 Kartu Bimbingan Skripsi

CHAPTER I
INTRODUCTION

A. Background of Study

English is an international language that has an important in various aspects of human life. It is a language that is used as a medium of communication and as the first international language used to interact with other people throughout the world. English mastery provides significant benefits in the process of communication both through writing and oral. The benefit of mastering English is that it can help people to interact with people around the world. It is easy to know the language of technology well because the language of technology today uses English. In addition, the opportunity to get a higher job becomes easy to access because English is a skill that is often used in various international jobs. Moreover, in Indonesia English is a foreign language so teaching English is an important role in both formal and informal Institutions. Furthermore, Teaching English includes of four language skills including listening, speaking, reading, and writing.

Writing is one of the skills in English mastery. It is very important for student because writing is the basic skill, just as important as listening, speaking, and reading. Moreover, writing is not only for communicating to each other but also for expressing an idea. In addition, it can be used for re remembering something and for thinking critically as well. Based on explanation above, it can be concluded that writing is one of the important aspects for the students to learn English since it is one of the productive skills

that is frequently used to convey the idea to communicate with the others besides speaking. Writing consists of various genres such as: description, exposition, argumentation and narration. Every genre has different forms, tenses, and purposes.

As one of the English language skills, writing is one of the language skills. Writing is also a way to put a thought into writing. In addition, it is an activity to create a record or information on a media using letters. Mastery of writing skill has tremendous benefits. Writing can hone one's memory. Writing can also add someone's insight and knowledge. In addition, writing can also train sharpness to concentrate.

The students usually have problems to create good sentence in writing process. It is caused by interference of first language that different with English especially in word order, so it causes errors by learners. This errors were cleared when the learner makes a written text. One kind of written text that engenders an error is recount text. Writing recount text is one of the productive skills that should be mastered by students especially in junior high school. It requires some aspects such as widely perception, involving thinking process and need good understanding on word order. In this case, the strong foundation in word order becomes an aspect that should be comprehended in order to make meaningful sentences in writing recount text.

Although junior high school students have been studying English since then Elementary school, but there are some students who still make word

mistakes order of writing, especially in recount text. Problems are also faced Grade X TKJ student at SMK PELITA BANGUN REJO.

The students have assumed that writing is complicated. They face many problems especially process of putting ideas down on paper to transform into words and coherent organization. They add unnecessary word because they want to increase the length of their writing performance.

Researcher conducted a pre-survey on January 05, 2022 at Tenth grader at SMK PELITA BANGUNREJO. On this issue Researcher found, such as: most students lack of vocabulary, students it is difficult to understand the structure of the recount text, and rightly so still confused in composing words that are effective and have low grammar understanding in writing.

Table.1.1
Data of pre survey result:

No	Name	Error sentences	Correct sentences	types of error
1.	AS	There many tourist	There are many tourist	Omission of verb.
2.	ER	I the evening I watched	I the evening i watched Tv	Omission of verb.
3.	GR	-	-	-
4.	ICL	When i there	When i was there	Omission of verb.
5.	RAR	Had no time to take rest.	I/you had no time to take a rest	Omission of subject

From data pre-survey above, data obtained from an English teacher, researcher found some mistakes made by students. First, most students do not use the subject in writing a sentence. Second, the researcher also found the absence of a verb in one sentence. Third, students do not use objects on verbs that require them. Based on the errors, many students write sentences without

following the correct sentences. Pre-survey results are as follows: Regarding the justifications above the writer attempts to conduct a study which consists of a common error in the use of word order in the recount text performed by the students in Eighth Grader. Common errors to be found are the error phrases, the use of verbs, pronouns, and sentence composition. Based on the background that had been presented above the researcher identifies the problem as follows:

1. There were some errors using word order, the use of verb the using of subjects and objects in recount text.
2. The dominant errors make sentences based on the word order to make recount text.

The researcher realizes that it was impossible to investigate the entire problem in writing error. Therefore, the researcher limits the problems only to the analysis word order used in recount text by the students of the tenth grade of SMK PELITA BANGUNREJO.

B. Reseach Question

In reference to the background of the problem above, the researcher states the problem as follows:

1. What kinds of errors in using word order in recount text among the tenth grade at SMK PELITA BANGUNREJO?
2. What is the dominant factor that causes word order errors in recount text committed by the students among the tenth grade at SMK PELITA BANGUNREJO?

C. Problem limitation

This study is concerned on analyzing of error word order that is used in recount text made by students at The Tenth Grade of SMK Pelita Bangunrejo. In this study, researcher only focus on the preparation of word order SVO (subject, verb, and object) of noun phrase in recount text. The writer focused in the order of recount text sentences specifically for arrangement of subject, predicate and the object of sentence in recount text.

D. Problem formulation

Based on the problem limitation above, the researcher would like to formulate the problems:

What kind of error that students make in using simple past tense in writing recounts among the tenth grade of SMK Pelita Bangunrejo.

E. Objectives and Benefits of the Study

1. Objectives of the study Based on the problem above, the purpose of this research are to know the kinds errors made by the students in using word order in recount text among tenth grade of SMK Pelita Bangunrejo and to know the dominant factor that caused word order errors in recount text committed by the students among the tenth grade of SMK Pelita Bangunrejo
2. Benefits of the study this study is expected to give some benefits especially for teachers, students, and other researchers.
    a. For Students the result of this study can show the progress in learning word order and it is hoped that for the students it can be a motivation in

learning English, particularly writing.

b. For Teachers the result of this study can show the progress in learning word order and it is hoped that the students can be as motivation in learning English, particularly writing.

c. For the other researchers As a prior knowledge to conducted the other researcher

F. Prior Research

This research was done based on some prior researches. The first prior research was done by Anisa fitriyani. The first study is ―An Error Analysis of Word Order Used in Recount Tex Made by Students at The Tenth Grader of MAN 1 Kota Magelang Academic Year of 2013/2014‖ by Anisa fitriyani (2013) In creating sentence, word order held an important role to make the sentence can be understood. [1]

In constructing sentence, word order errors are visible in the omission of subject, predicate or object and the wrong composition of sentence constituent. Whereas in word order distribution, the error occurred in the arrangement of modifier + head noun. Besides that, according to the questionnaire, the dominant factor that caused the error is carelessness in which the students still confuse and do not have motivation to learn English.

The second study is ―an analysis of students error in writing Recount Text (A Case Study In The Eighth Grader Students Of Smp Trimulia Jakarta

[1] Anisa fitriyani,an error analysis of word order in recount text made by students at tenth grade of Man 1 Magelang academic year of 2013/2014,"

Selatan 2013/2014) by Cholipah 2014 This study was carried out to find empirical evidence of the most common errors and the source of errors in recount text writing made by the Eighth Grader students of SMP Trimulia Jakarta. The result of the study showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are capitalization with the number is 200 or 23.90% errors, word choice with the number is 110 or 13.14% errors and verb tense with the number is 105 or 12.54% errors. The lowest-three errors are 3 or 0.36% incomplete sentence errors, 13 or 1.55% meaning not clear errors and 21 or 2.51% singular-plural errors. Based on the total result types of errors, the writer found that the number of total source of errors are communication strategy has 428 or 51.14% source of errors, inter lingual transfer has 295 or 35.24% source of errors, intra lingual transfer has 94 or 11.23% source of errors, and context of learning has 20 or 2.39% source of errors. [2]

The third prior research in an undergraduate thesis by Selvia Lisa Asni and Susi Susanti, from from STKIP Al-Azhar Diniyyah, Jambi, Imdonesia, entitled "An Analysis of Grammatical ErrorS In Writing Recount Text AT The Eight Grade of SMP Negeri 20 Kota Jambi".This study aims to analyze and classify the types or mistakes of students using simplewriting simple future tense composition consists of past tense in writing recount text. In addition, this study also aims to identify the cause of errors made by the students using simple

[2] "Cholipah, an analysis of student s error in writing recount text at the Eighth Grader of Smp Trimulya Jakarta selatan Academic years 2013/2014.(Uin Syarif Hidayatullah Jakarta)"

past tense in writing recount text. This research used qualitative method with case study approach. Furthermore, the researchers chose the 8th grade students and observed 26 students. The researchers used a written test and interviews to gain the data from student participants and an English teacher partcipant. Based on this research, it is found that students do all kinds of errors (omission, addition, selection and misordering). The type of error most often done by the students was omission error with 166 errors or 38.97%. The second position was a selection error with 162 errors or 38.03%. The third position was the addition error with 67 errors or 15.73%. Then the last error was misordering error with 31 errors or 7.28%. In addition, the errors were caused by the complexity of the English system itself and not because of the influence of the Indonesian system (intralingual transfer). Moreover, students lacked of understanding of the grammar that became the cause of the error. In this study, most students did not understand verb forms (present and past form of the verbs) as well as the proper use of "be" in a sentence. This suggested that students had difficulty with the use of grammar in writing.[3]

Based on the above findings the researcher has several differences between previous studies, one of the differencess is that researcher focus on analyzing of error especially in writing of recount text for the tenth grade at SMK Pelita Bangunrejo.

[3] Selvilia Lisa Asni And Susi Susanti, An Analysis Of Grammatical Errors In Writing Recount Text At The Eight Grade Of SMPN Negeri 20 Kota Jambi" : International Journal Of Language Teaching And Education(Jambi: STKIP Al-Azhardiniyyah, Jambi, Indonesia), Vol.02/No. 2, P. 131

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing

Harmer argued that writing is a process that we write is often heavily influenced by the limitations of genres, and then the elements have to be present in learning activities. It means that writing is a part of learning activities that give effect in language style to our life. In other hand, Thomas stated at other time something about us, experience, and feeling was expressed by writing.[4] It means that writing is the activity for transferring the information to the others. Moreover, by writing people can express the ideas, experiences, thoughts, and feeling into written form , It means that writing as one of the four language skills is not an activity in its own right but one which serves the other skills. Writing is central to children‘s intellectual, social and emotional development and plays a critical role in learning. It is therefore essential that the early teaching of writing should draw on research which describes the types of texts that students have to write at different stages. [5]

B. The Concept of Simple Past Tense

1. The Definition of Simple Past Tense

In English, we know the word grammar. Sometimes grammar is defined as the way words are combined to form the correct sentence. This

[4] Jeremy Harmer, How to Teach Writing, (England: Longman,1988),p.86

[5] Thomas S Kane, The Oxford Essential Guide to Writing, (New York: Berkley Books,2000),p.19

means that through good grammar, the learner or student can easily understand the meaning of the sentence. Grammatically, we also know tenses. English learners should know at least five tenses, namely: present tense, continues tense, future tense and perfect tense. Therefore, the students use simple past tense in writing recount text. Wilson Explains that simple past tense is used to report activity which can be described to a definite past time. According to Martin, simple past is one of the tenses that refer to completed events, states or actions. Use simple past tense in events, states, or actions that occurred in the past period of time. Last week, weekends and so on. This means that when an event or state is completed within a period of time, the simple past tense was be used. Betty also stated that, simple past tense is used to talk about activities or situation that began and ended at a particular time in the past[6]. In line with Betty, Uchiyama said that simple past tense is an action that ended in the past. It can be used for most of past actions: we can use it for actions that happened quickly, actions that happened over time, or actions that were habits in the past[7]. From the statement above, it can be said that past tense is a tense that refers to actions that have finished in a certain period of time such as; yesterday, last week, last month and so on.

[6] Betty Schrampfer Azar. Understanding and using English Grammar 3 rdEdition. (New York: Pearson Edition. 1999), p.27

[7] Kent Uchiyama. English Verb Tenses: An Informal but Extensive Reference the good folks teach them, the idly Curious and the Linguistically Perplexed. 2016, p.53

2. The formula of simple past tense

Verb used in simple past tense is the past form of verb. There are two types of verb, regular verb and irregular verb. Simple past tense, a regular past form ends in –ed, some verb have an BE past form. We use did and also were and was in negatives and questions. The formula of simple past tense consist of three parts: affirmative, negative, and interrogative.[8]

a. Form of Simple Past Tense Regular Verb

The simple past tense of most verbs requires an –ed ending with regular verb. No other conjugational endings are needed for any of people in either singular or plural

1) The first type (affirmative) of the simple past in regular verb form used the formula is: S + V2 + O + Adverbs. For example : She watched movies last night. From the example it can be seen that the form is used regular verb added-ed in the end verb.
2) The second type, the negative formula of simple past tense in regular is: S + did not + V1 + O + Adverbs. For example : She did not watch movie last night. Based on the example, it can be seen that the verb in negative form use the simple form (V1), then te use of did not is before the main verb.
3) The last type of formula of simple past tense in regular verb is interrogative. The formula is : did/ didn't + S + V1 + O + Adverbs?

[8] Elaine kim and Darcy Jack, Interaction 1 Grammar, (New York: Contemporary, 2002), p.107.

For example: Did she watch movie last night? and Did not the play game this morning? The example above show that in the interrogative form, the verb used is V1, in other words there is no ending –ed in the verb in question form.

In simple past tense, a regular past form ends in –ed, and we use did in negatives and questions. The following table shows the example about regular form ends in-ed and negative did not (didn't) and question did. Form of simple past regular verb Statement I-You-She-He-It-We-They worked yesterday.

Negative I-You-She-He-It-We-They did not (didn't) work yesterday.

Questions Did I-You-She-He-It-We-They work yesterday?

Short answer Yes, I-You-She-He-It-We-They did. No, I-You-She-He-It-We-They did not.

b. Form of Simple Past in Irregular Verb

The form of irregular verb in simple past tense is more than one way. It makes a vowel change and it also makes a vowel and consonant. Sometime, a few words of past tense look identical to present tense.

1) Affirmative

S + Verb2 + ...

Example : - I bought some books.

- he got accident last week.

2) Negative

S + did not + Verb 1 + ...

Example: - I did not meet her after lunch yesterday.

- She did not get an accident last night.

3) Interrogative

Did/did not + S + Verb 1 + ...

Example : - Did You meet her yesterday? Yes, I did / No, I did not.

- Did she get an accident last night? Yes, she did / No. She did not.

- Did they go to the concert? Yes, they did / No, They did not.

c. Verb BE

There were two English verbs that require a special look in the simple past tense; [9]

Table.2.1.
Verb be

Subject	To be	To have
I	Was	Had
You	Were	Had
They	Were	Had
We	Were	Had
He, she, it	Was	Had

d. Auxiliaries

Not all of auxiliaries can be formed in the past tense. For the example, the auxiliaries “will” uses with synonym meaning for the 23 past tense:

[9] Anne Seaton & Y.H. Mew. Basic English grammar, (United State: Saddle Educational Publishing, 2007), p.104.

will = would. The auxiliary “can” had a past tense form “Could” or “be able to”. The auxiliaries “might” had a past tense “had to”.

1) The Example of Simple Past Tense
   a) The Positive Form of Simple Past Tense:
      (1) Verbal Sentence : (S + Verb 2 + O/C)
          Example : He went to Jambi Yesterday
      (2) Nominal Sentence : (S+ Were/Was+ Not Verb + O/C)
          Example : We were in the library last night.
   b) The Negative Form of Simple Past Tense:
      (1) Verbal Sentence : (S + Did + Not + Verb 1 + O/C)
          Example : he did go to Jambi yesterday
      (2) Nominal Sentence : (S+ Were/Was+ Not + O/C)
          Example: We Were not in the library last night.
   c) The Interrogative Form of Simple Past Tense:
      1) Verbal Sentence : (Did + S + Verb 1 + O/C)
         Example : Did he go to Jambi yesterday?
      2) Nominal Sentence : (Were/Was + S + O/C)
         Example: Were we in the library last night?
2) The function of past tense

   It is used to talk about things that happened in the past k15 .

   a. It is there for used
      1) For a past action when the time is given: I met her last moon.
      2) Or when the time ask about: When did you meet her?

3) Or when the action clearly took place at a definite time event though this time is not mentioned: The Bus was ten minutes late. b. The Simple past tense is used for an action whose time is not given but which 1) occupied a period of time now terminated, or 2) occurred at a moment in a period of time now terminated.

Example of type 1

He worked in that bank for four years (but he does not work now).

Example of type 2

My grandmother once saw Queen Elizabeth.

d) The simple past tense is also used for a past habit

He always carried an umbrella.

The writer can say that the simple past tense is used to discuss activities or situations that occurred in the past period of time, or the simple past tense is used to complete actions that occurred at a specific time in the past.

3. The Function of Simple Past Tense

a. It is used to talk about things that happened in the past.

b. It is there for used

1) For a past action when the time is given:

I meet her last week.

2) Or when the time asks about:

When did you meet her?

3) Or when the action clearly took place at a definite time event
4) though this time is not mentioned:

The winter was ten minutes late.

c. The Simple past tense is used for an action whose time is not given but which 1) occupied a period of time now terminated, or 2) occurred at a moment in a period of time now terminated.

4. Tense

Tense is the form of a verb that shows the time something happened, or is went to happen. There are three main tenses:

a. Present tense: things that are true when the words are spoken or written. Example: *She **goes** to school*. In this sentence, goes shows that it is a present tense. It suggests that she regularly goes to school.
b. Past tense: things that were true before the words were spoken or written. Example: *She **went** to school*. In this sentence, went shows that it is a past tense.
c. Future tense: things that will be true after the words are spoken or written. Example: *She **will go** to school*. In this sentence, *will* shows that it is a future tense.[10]

Tense can be shown by changing the spelling of a verb. For example, *be* can become *am, is,* and *are* in present tense, and *was* and *were* in past tense. In English, future tense is shown by adding *will* before the verb. For example, *be* becomes *will be* in future tense.

[10] Concise Oxford Dictionary, 9th ed, p1436.

C. The concept of recount text writing

1. The Definition Of writing

Writing is a medium of human communication that involves the representation of a language through a system of physically inscribed, mechanically transferred, or digitally represented symbols. Writing systems are not themselves human languages (with the debatable exception of computer languages); they are means of rendering a language into a form that can be reconstructed by other humans separated by time and/or space. While not all languages use a writing system, those with systems of inscriptions can complement and extend capacities of spoken language by enabling the creation of durable forms of speech that can be transmitted across space (e.g., correspondence) and stored over time (e.g., libraries or other public records). It has also been observed that the activity of writing itself can have knowledge-transforming effects, since it allows humans to externalize their thinking in forms that are easier to reflect on, elaborate, reconsider, and revise Writing relies on many of the same semantic structures as the speech it represents, such as lexicon and syntax, with the added dependency of a system of symbols to represent that language's phonology and morphology. The result of the activity of writing is called a *text*, and the interpreter or activator of this text is called a reader[11].

[11] Haas, Christina. *Writing technology: Studies on the materiality of literacy*. Mahwah, p.32

The kinds of writing are elaborated as follows:

a. Descriptive

Malraux highlighted that generally descriptive is sensory experience or visual experience, it is about how something looks, sounds, and tastes.[12] In organizing the descriptive writing is highly required to begin the paragraph with a topic sentence which briefly explain the significance of the described object, describe the object in four or five sentence, and conclude the paragraph with the emphasizing the characteristic of the item.

b. Narrative

The narrative writing refers to the story which happens in the past. In the other words, when the author write down the narrative writing it means that author tells about the story. The topics in narrative writing can be about biographies, autobiographies, historical event, instructions, and processes. Therefore, a good narrative writing contains three basic characteristics such as it is clearly organized in time, makes a central point, and also includes the specific relevant details to the main point.

c. Expository

This kind of writing is elaborated into the explanation and analysis of information to the reader. The useful parts of expository are

[12] "Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York; Oxford University Press Inc, 2000), p.351"

knowledge of description and narration. These parts generate the briefness explanation within a paragraph to make the effective expository writing. The expository includes editorials, essays, informative and instructional material.

d. Argumentative

Bill states that argumentative writing is formed by the specific argument or statement namely debatable statement. Uncertain statement deals with the argument in which the reader may disagree with it. Consequently, the writer needs to support statement in order to persuade the readers.[13]

e. Recount

A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

Based on the quotations, the kinds of writing is divided into some kinds namely Descriptive, Narrative, Expository, Argumentative, Recount. Every kinds have the characteristic itself and also different one another. In this research, the researcher chooses recount text as the material used. Recount text is a text that tells story or experience the writers in the past.

[13] "Alice and HOGUE Daly, Bill, *Writing Argumentative Essay*, (London: Routledge, 1997), p. 23

.

The Difference between Narrative Text and Recount Text.

Table.2.2.

Definition	**"Narative text"** is a text telling a story focusing specific participants. Its social function is to tell stories or past events and entertain the readers.	**"Recount Text"**is a text which retells events or experiences in the past.its purpose is either to inform or to the audience.
Generic Structure	**Orientation :** Introducing the participants and informing the time and place. **Complication :** Describing the rising crises which the participants have to do with **Resolution :** Showing the way of participants to solve the crises, better or worse	**Orientation :** Introducing the participants, place and time. **Events :** Describing series of events that happened in the past **Reorientation :** it is optional stating personal comment of the writer to the story.
Language Features	Using processes verbs using temporal conjuction using simple past tense.	Introducing personal participant; The, First,etc. Using linking verbs using action verb using simple past.

2. The component of writing

Six kinds of components in writing. They are content, unity, completeness, organization, vocabulary, and mechanics.

a. Content

The content of the text must be understandable. Thus, the reader can understand the message in the text and get information

from it. There is measurable thinking in linking with components. The composition must contain one main purpose, must have unity, must have coherence and continuity, and must be developed adequate.

b. Unity

Unity means that text content and structure both relate to the writing assignment. The textrrdrdrdrdrrdrdrdr deals with the topic, it is oriented to the writing-goal and the audience and it reflects the essential features of an informative text since participant's assignment analysis is controlled by the researcher, this criterion will not play an important role.

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

c. Completeness

Completeness, a complete paragraph provides information well enough and it develops the truth for the reader. In complete paragraph, the writers provide the readers with restricted topic sentences and sufficient information to clarify analyze and support the main idea that which is stated in the topic.

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

d. Organization

Organization is the overall structure of piece of writing. The most workable method to organized essay is to state the main idea of the paper in an opening paragraph and the devote a separate paragraph in the body to each major division of thought.

Organization concerns with the way of how the writer arranges and organize their idea and their massage in writing from which consist of same partial order. In writing, the writer should know about what kinds of paragraph that they want to writer and what topic that they want to tell to the readers. It must be supported by cohesion

e. Vocabulary

Vocabulary is the list of word and sometimes plus usually arranged in alphabetical order that expired at point. Vocabulary is an area which gives the students various kinds of learning problems, including spelling. It is also an area where it can be useful for them

to have reference lists, in the form of lexical sets, such as clothes, furniture, food, etc.

f. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials[14].

3. The Process of writing

Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process. While you are revising, you might have to return to the prewriting step to develop and expand your ideas[15].

a. Prewriting

Prewriting is the step in which tools such as free writing, brainstorming, outlining, or clustering are used. In prewriting, no idea is too off topic or too strange. It is these sometimes dissociative ideas that can lead you to a paper topic that you never would have considered. Though the common perception is that there is nothing that hasn't been written about before, if you allow yourself to think outside the box, you can find a way of looking at an old topic through new eyes.

[14] Ibid.,

[15] Sue palmer , how to teach writing across the curiculum ,second edition2, (london:: Routledge, 2011), p. 42

b. Drafting

Drafting is the beginning of "writing" your paper. It is important to remember that in drafting you should already have a thesis idea to guide your writing. Without a thesis, your writing will be prone to drift, making it harder to frame after the fact. In drafting, the writer should use materials created in the prewriting stage and any notes taken in discovery and investigation to frame and build body paragraphs. Many writers will tackle their body paragraphs first instead of beginning with an introduction (especially if you are not sure of the exact direction of your paper). Beginning with body paragraphs will allow you to work through your ideas without feeling restricted by a specific thesis, but be prepared to delete paragraphs that don't fit. Afterwards, create an opening paragraph (with an appropriate revised thesis) that reflects the body of your essay.

c. Revising

There are two different scopes of revision: global and local. Global revision involves looking for issues like cohesion and the overall progression of your paper. If your paper has paragraphs that do not flow into each other, but change topic abruptly only to return to a previous thought later, your paper has poor cohesion. If your topics change from paragraph to paragraph, it is necessary to either consider altering the order of your paragraph and/or revising your writing either by adding to existing paragraphs or creating new ones that explain your change in

topic. A paper that includes smooth transitions is significantly easier to read and understand. It is preferable to keep all like thoughts together and to arrange your paragraphs in such a way that your argument builds, rather than laying everything out with equal weight. Though the blueprint for your paper is in the thesis, your main point, the end result of your argument should not come early in the paper, but at the end. Allow the early paragraphs serve as examples and information to build to your conclusions.

Local issues involve looking for clarity in sentences, ensuring coherence with your ideas. The greatest asset to avoiding and fixing local issues is to use varied sentence structure and to avoid using the same words repeatedly. Repeating the same sentence structure can make your paper feel mechanical and make an interesting topic feel boring.

d. Editing

The final stage in writing a paper requires a review of what you have written. In this last read of your paper, you should look for any grammar, spelling, or punctuation errors that have slipped through the cracks during the revising stage, or that were introduced in your revisions. Reading your paper a loud, or asking a friend to read your paper to you is a good way to catch errors. Often if you read your own paper, especially out loud, you can catch errors in grammar, spelling, and punctuation. Though this step seems minor within the process of writing, it is an easy way to prevent the loss of points over simple mistakes.

4. Definition of Recount Text

Actually, According to Marianne, writing is the process to gain a product. The product of writing is the written word that results in a text but the text must be read and comprehended in order for communication to take place. Similarly, writing is one of the communication tools in various aspects that help the people in realizing their communication.[16] Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened writing recount is said that it may be a reorientation at the end. It summarizes the event in the order in which they happened (chronological order). Recount is written to retell events with the purpose of either informing or entertaining their audience (or both).

that the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader knows who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). Frequent use is made of words, which link events in time, such us next, after, when then, after, before, first, at the same time. It describes events, so plenty of use is made

[16] "Mary Spratt, Alan Pulverness and Melanie Williams, *The TKT Course,* (Cambridge: Cambridge University Press, 2005), p. 26.

of verbs (action words), and of adverbs (which describe or add more details are often chosen to add interest or humor to the recount).

a. Types of Recount

1) Personal Recount

These usually retell an event that the writer was personally involved in.

2) Factual Recount

Recording an incident, e.g. a science experiment, police report.

3) Imaginative Recount

Writing an imaginary role and giving details of events, e.g. A day in the life of a pirate.

b. Features of Recounts and Conventions

The recount has a title, which summarizes the text. Past tense verbs are used, and frequent use is made of words which link events in time, such as next, later, when, then, after, before, first. Recounts describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs).

Furthermore, Brown explains that writing is a process of composing multiple drafts in order to make an effective product. It can be organized a thought, ideas, and feeling. In composing process, the draft is crucially needed as a first step to develop ideas. Without drafting it is hard to begin that process. After developing the thought or ideas, the revision should be applied in order that it gained a good product. Written

products are frequently produced from the result of thinking, drafting, and revising procedures.[17]

Actually, the purpose of a recount is recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Its mean that recount text is to describe past experiences by retelling events in the order in which they happened.

Moreover, Recount text is the text types tells the reader what happened in an informative or entertaining way. It is important that students understand that recount describe past events in the order in which they occurred. It begins by telling the reader who was involved, what happened, where this event took place and what it happened.

Furthermore, Recount text is a text which tells the reader about something that was happened. It can be a story recount or factual recount. A recount text can retell an

Recount text writing skill is the type of writing that is the text which tells the story that was happened in the past. The purpose of recount text writing is recording the ideas which characters and words express, or of communicating them to others by visible sign. It is used by the people to share their thoughts, feelings, and ideas with others people in the form of written communication.

[17] "H. Douglas Brown Language Assessment - Principles and Classroom Practice | Khalid Ait Zine " 335.

5. The Generic Structure of Recount Text

Below is the generic structure of recount text[18].

a. Orientation (who were involved in the story, when, and where).

b. Events (tell what happened in a chronological order).

c. Re-orientation/optional (the conclusion of the experience).

6. Language Features of Recount Text

Language features is a characteristic of the text, to make it is easily recognized, what tense is used, and so on.

a. Introduced the participants

b. Used chronological conjunction, such as; first, second, then, etc.

c. Used action verb, such as; went, arrived, ate, jumped, etc.

d. Used adverb and adverb of phrases, such as; in my house, slowly, etc.

e. Used adjectives, such as; beautiful, sunny, etc.

f. The important one is used simple past tense.

D. The Problem of writing recount text

In writing texts, many vocational high school students find several problems, for example students cannot distinguish the classification of verbs, students are still confused about the generic structure of the recount text itself, students have a lack of vocabulary. For the problem, students claim that they have ideas but they do not have the skills to express them in the target language. Those are some issues that must be considered, such as; mechanical problems

[18] June Keir, *Informative Texts: Recognising and Creating Procedures, Explanations, Recounts and Descriptions* (Ready-Ed Publications, 2009), 26.

with English characters, problems with grammatical and lexical accuracy of English, problems relating writing styles to the demands of certain situations, and problems developing cases and comfort in expressing what needs to be said.

Next, the researcher explained some of the problems faced by teachers and students with their strategies to overcome these problems.

1. The focused Faced by the Students

The students also faced some problems in learning writing recount text, they are:

a. Distinguishing verb: the students find difficulty when they have to change the present verb form into past form, they also do not understood yet in differentiating between irregular verb and regular verb.

b. Developing idea during writing recount text: some students get difficulties in developing their ideas in writing recount text and some of them is also get difficulties to get and decide the idea before writing a recount text.

c. Lack of vocabulary: the students do not translate their word from Indonesian into English easily because of lack of vocabulary itself and they find difficulty not only in translating from Indonesian into English, but also in translating English into Indonesian too.

The strategies to overcome the problems faced by the students in learning writing recount text are the students ask help to the teacher and their classmates who know about their difficulties. The students who have

difficulties in developing paragraph, they need teacher's help to provoke their idea. The lack of vocabulary which the students have is also one of the problems in writing recount text. The students also realize that they are lack of vocabulary, so when they know the meaning of the word, they write it down on their note book.

Based on the explanation above, the researcher concluded that the students do not have good inspiration to write in English. So, the researcher to attempt uses the holiday picture as media to improve their writing especially in recount text.

Writing skills are very important skills in life, not only important in educational life, but also very important in people's lives. Writing skill is very important because it is one of the language skills that must be possessed by students. By writing students can express or express their ideas or opinions, thoughts, and feelings. In addition, it can develop students' thinking power and creativity in writing.

Writing is generally considered the most difficult skill or four for students. One of the obstacles for students in learning to write recount texts is that students usually find it difficult to organize their ideas. Besides, many students made some mistakes and has difficulty building and developing his imagination." In addition, most students hate learning to write because learning to write is boring and difficult19.

[19] *Ken Hyland, Second Language Writing (Cambridge: Cambridge University Press, 2003, 29P.20.*.

In writing recount text, students find it difficult to organize their ideas. They don't understand about how to develop their imagination and express ideas into good content. Students also do not understand the grammar and sentence structure of recount text. They do not arrange sentences into verb forms. 2. Examples of students' writing assignments are taken from document analysis. You can see the explanation

Bellow:

1. Students have problems in content.

   In making good content, students must make appropriate paragraphs and blend with the topic. Unity means that all sentences in a paragraph must be united around a central point or controlling idea. This controlling idea is usually stated in the topic sentence. In this case, the paragraph describes one idea.

   For example:

   Visiting Uncle's House

   On Sunday, 25th December, I and family went to uncle' house. We walked down and go on the individual car. After we arrived at the gardens, we walked down to the livestock cow. We looked at all the lovely plants with beautiful and air fresh. In the morning we had drank tea warm.

   Next we took some pictures. After that, we want to uncle's house and arrived at 01.00 P.M. uncle asked us to have a lunch together and took a break.

From recount text above, researcher found that the students did not compose their writing in recount text coherently. It means that the paragraph has no unity. Researcher also found that the content of each paragraph did not appropiate with the topic. The title was about Visiting uncle's House, but the content was about holiday in garden. In summary, title did not fit with the content or paragraph.

2. The students have problem in Grammar and Sentence Structure.

   The students should pay attention about sentence pattern. The students should make grammatical sentences in their writing recount text. The students should understand well about tenses that is used in the past or when they want to write recount text. In this case, the students use past tense form (verb II).

   For example:

   a. Last holiday, my friends and I go to Kute Beach. (FALSE)
   b. After that, we come to Prambanan and take photo together. (FALSE)
   c. We are very happy. (FALSE)

   The correct sentences:

   a. Last holiday, my friends and I went to Kute Beach. (TRUE)
   b. After that, we came to Prambanan and took photo together. (TRUE)
   c. We were very happy. (TRUE)

   Based on example above, students did not make grammatical sentences in their writing recount text. The students forget to use verb II (past

tense). It can be concluded that the students do not understand well yet about tenses that is used in recount text.

3. The students have problem in Mechanics.

   In mechanics, the students should understand and pay attention about capitalization, punctuation, and spelling.

   For example

   a. Last month i was very happy Because my family and I played at the field.We were very happy. (FALSE)"

   b. After played we shaked hand each other. (FALSE)

   The correct sentences:

   a. Lamst month, I was very happy. Because my family and I played at the field. We were very happy. (TRUE)

   b. After played, we shaked hand each other. (TRUE)

   Based on example above, students did not pay attention about mechanics. They less attention about punctuation, and capitalization. In summary, the researcher concludes that the students' problem in writing recount text are the students have problem in making idea (unity) of the content, grammar and sentence structure, and mechanics.

E. The Concept of Error Analysis

1. Definition of Error Analysis

Richards says that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to

a. Identify strategies word

b. hich learner use in language learning.

c. Try to identify the causes of learner error

d. Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.[20] Its mean that error analysis is a technique for identifying classification, and systematically interpreting the unacceptable forms produced by someone learning a foreign language. Human learning is fundamentally a process that involves the making of mistakes. Mistakes, Misjudgments, miscalculations, and wrong assumptions of an important matter. In distinguishing between error and mistake, that errors reflect gaps in the student‘s knowledge, it occurred because the students does not know what is the correct, whereas mistake reflect occasional lapses in performance, they occur because, in particular instance, the students untenable to perform what he or she knows.

[20] “Jack. C and Richard Schmidt, Dictionary of Language Teaching and Applied Linguistic, Fourth Edition, (Longman: Great Britain, 2010)p. 201

e. The Differences Between Mistakes and Errors

In order interference in a proper perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena.[21] Native speakers normally are able to indentify and correct the mistakes. An error shows the competence of learner. An error can not be self-correct, and a mistake can be self-corrected. Actually mistake and error are different but both of them can be analyzed if we know the problem.

1) Mistakes are usually decisions that prove to be wrong. Mistakes are usually unintentional. You recognize it' wrong. In different words, errors are supported performance and may be corrected on their own. Miscalculation is a smaller amount formal than an error and is sometimes utilized in conversational speech.
2) Errors are typically created thanks to a scarcity of knowledge. So, the action was wrong as a result of it had been completely different from the rules, model, or specific code. Error could be a additional formal word than a mistake. In sports, the violation of rules are went to be 19 referred to as associate error. you can not say, “I do my homework” – that’s an error! you have got to say, “I do my homework”.

[21] John Algeo, *The Origins and Development of the English Language*, 6th edition (Boston, MA: Wadsworth Publishing, 2009), 226.

2. Sources of Error

The sources of error due of transfers rules from the mother tongue to the target language sometimes called ―inter lingual errors‖. As e have already seen, inter lingual error is a significant source of error. While it is not always clear that an error is the result of transfer from the mother tongue to the target language, learners also make many errors, which show they are processing the second language in its own terms. Error of this second type often called ―intra lingual errors‖. This type is often similar to those produced by the child in the mother tongue and suggest that the second interference is employing similar strategies, notably generalization Another source of error is developmental errors occur when the learner attempts to built up hypotheses about the target language on the basic of limited experience.

a. Carelessness is often closely related to lack of motivation[22]. Many teachers will admit that it is not always the student‘s fault if he loses interests; perhaps the materials and/or style of presentation do not suit them.
b. First language Norrish states that language learning is matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called the first language interference.

[22] "H. Douglas Brown Language Assessment - Principles and Classroom Practice | Khalid Ait Zine - Academia.Edu," 258.

c. Translation is one of the causes of errors. It happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.

3. Classification Of Error

Global error are defined as those violate rules involved in the overall structure of a sentences the relation between part of clauses or in a simple sentence. Local error, on other hand cause trouble in a part of particular, or in a clause of a complex sentence. Regarding to explanation above, the writer concludes that global error is higher on the hyraces than the local one. Thus the sentences with both global and local one or even group of local one. In error analysis we have to identify the sources of error. The researchers and the teachers of foreign language came to realize that the errors a person made in the process of constructing a new system of language is needed to be analyzed carefully. It is significant because it show a student‘s progress, show how a language is acquired, what strategies the learner uses, and the student can learn from these error.

These errors are the most likely to attract readers’ negative attention.

a. Wrong word

Wrong word errors take several forms. They may convey a slightly different meaning than you intended (writing instead of compiling) or a completely wrong meaning (faking instead of

procrastinating). They may also be as simple as a wrong preposition or some other type of wrong word in an idiom.

Use your spell checker with care. If you select a word without knowing its exact meaning or allowing the spell checker to automatically correct your spelling, you may have made a word error. If prepositions and idioms are difficult for you, seek their standard usage.

Here are some examples of incorrect words:

Did you catch my illusion to the Koran?

Illusion means “a false perception of reality.” In the context of this sentence, the figure of speech is needed because it means "reference".

Edmund Spenser's The Faerie Queene is an extraordinary sixteenth-century allergist.

The spell checker replaces allegory with allergy.

b. Mechanical Error with a Quotation

When we quote other writers, we bring their voices into our arguments. Quotation marks crucially show where their words end and our own begin.

Quotation marks come in pairs; don’t forget to open and close your quotations. In most documentation styles (e.g., MLA Style), block quotations do not need quotations marks. Consult your professor’s preferred style manual to learn how to present block quotations.

Follow conventions when used quotation marks with other punctuation. Here, the comma should be placed inside the quotation marks:

"A woman must have money and a room of her own if she is to write fiction", Virginia Woolf argues.

c. Unnecessary Comma

We often have a choice about whether or not to use a comma. But if we add them to our sentences when and where they are not needed, then we may obscure rather than clarify our meaning.

Do not use commas to set off restrictive elements that are necessary to the meaning of the words they modify. Here, for example, no comma is needed to set off the restrictive phrase *of working parents*, which is necessary to indicate which parents the sentence is talking about.

Many children, of working parents, walk home from school by themselves.

Do not use a comma before a coordinating conjunction (and, but, for, nor, or, so, yet) when the conjunction does not join parts of a compound sentence. In this example, no comma is needed before the word *and* because it joins two phrases that modify the same verb, applies.

This social scourge can be seen in urban centers, and in rural outposts.

Do not use a comma before the first or after the last item in a series.

The students asked their task to review, the assignment rubric, a sample paper and their comments, before the end of the quarter.

Do not use a comma between a subject and verb.

Happily, the waiters, sat down during a break.

Do not use a comma between a verb and its object or complement.

On her way home from work, she bought, a book at the bookstore.

Do not use a comma between a preposition and its object.

On her way home from work, she bought a book at, the bookstore.

d. Unnecessary or Missing Capitalization

Capitalize proper nouns and proper adjectives, the first words of sentences, and important words in titles, along with certain words indicating directions and family relationships. Do not capitalize most other words. When in doubt, check a dictionary.

Financial Aid is a pressing concern for many University Students.

e. Missing Word

If you read your work outloud before submitting, you are more likely to notice omitted words. Be particularly careful not to omit words from quotations.

Soccer fans the globe rejoiced when the striker scored the second goal.

F. Teaching Writing

As Gordon Taylor suggested that: If we are to write well we need to know (as well as we can) what we are talking about. In order to find out what, precisely, we are talking about we need to write. Pushing ourselves to write will often reveal that we know more about a subject than we at first supposed; it should just as often reveal large gaps in our understanding of matters we thought ourselves fairly sure of. In writing we bring knowledge into being, we record and preserve it. Writing is the seed, the fruit and the pickle of our understanding.[23]

Writing is one of the four language skills that should be taught by the English teacher. Recognition of the compositional nature of writing has changed the face of writing classes. Based on the researcher's pre-observation, writing teachers were mostly concerned with the final product of writing for example the final product of the report, the narrative, the procedure, the story and what the product should look like.

1) Help student writers to understand their own composing process.
2) Help them to build repertoires of strategies for prewriting, drafting and rewriting.
3) Give students time to write and rewrite.
4) Place central importance on the process of revision.
5) Let students discover what they want to say as they write.

[23] Gordon Taylor, A Student's Writing Guide, How to Plan and Write Successful Essays, (Cambridge: Cambridge University Press, 2009), p. 2

6) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention.
7) Include individual conferences between teacher and student during the process of composition.[24]

[24] H. Brown, Douglas, Teaching by Principles…., p. 335-336

CHAPTER III

RESEARCH METHOD

This chapter focuses on the research methods that will be implemented in the research, types and characteristics of research, data resources, data collection techniques, data validity, data analysis techniques and methods.

A. Research Location

This research carries out at SMK Pelita Bangunrejo. Which is located in Bangun Rejo, Bangunrejo, Central Lampung Regency, Lampung 34173

B. Subject And Object Of The Study

The subjects of this study were students of class X SMK Pelita Bangunrejo. Especially in the tenth grade of TKJ, the number of students in that class is twenty-eight students consisting of 10 boys and 18 girls. The writer chose this class because some students in this class had difficulty and had low scores in past tense writing skills.

C. Types and Characteristic Research

In this study, the researcher analyzed grammatical errors in the use of Simple past tense. Researchers observe the importance of learning, simple grammar difficulties using past tense in recount text to easily understand the structure and content of the text. After seeing the situation above, the writer decided to do qualitative study to analyze grammatical errors in the use of the simple past tense in Experience Text.

1. The definition of qualitative research

Qualitative research is research Which involves analyzing and interpreting texts and interviews to find descriptive meaningful patterns of certain phenomena. Means qualitative research is research that analyzes, interpretation of the text, and the results of interviews with the aim of finding meaning of the phenomenon25. Creswell also states that qualitative research is a means to explore and understand the meanings ascribed to individuals or groups a social or human problem.

The process of research involves emerging questions and procedures, collecting data in the participants‟ setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data. The final written report has a flexible writing structure. Qualitative research means the process of exploring and understanding the meaning of individual and group behavior, describing social or humanitarian problems.

The research process includes making research questions and procedures that are still temporary in nature, collecting partial data into themes, and then providing interpretations of the meaning of a data. The final activity is making flexible reports. Matthew stated that qualitative research is conducted through an intense and/or prolonged contact with a "field" or life situation. These situations are typically "banal" or normal

[25] 6 Auerbach,Carl F and Silverstein, An introduction to coding and Analysis Data Qualitative (New York: New York press, 2003) p. 5.

ones, reflective of the daily life of individuals, groups, societies, and organizations. The researcher attempts to capture on the perceptions of local actors "from the inside", through a process of deep attentiveness, of empathic understanding (Versthen), and of suspending or "bracketing" pre conceptions about the topics under the discussion26. Qualitative research is fundamentally explanatory. This means that the writer explained the data.

This includes formulating a description of the individual or the environment, analyzing the data of the subject or category, and finally explaining or drawing conclusions about the personal and theoretical significance, stating the lessons learned, and asking further questions.

2. The kind of qualitative research
    a. Phenomenological research is a qualitative strategy in which the researcher identifies the essence of human experiences about a phenomenon as describe by participants in a study.
    b. Grounded theory is a qualitative strategy in which the researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of participants in a study.
    c. Ethnography is a qualitative strategy in which the researcher studies and intact culture group in a natural setting over a prolonged period of time by collecting primarily observational and interview data.
    d. Case studies are qualitative strategy in which the researcher explores in

[26] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks, California: SAGE Publications, 2014), 6.

depth program, event, activity, process, or one more individuals. The case (s) is bonded by time and activity, and researchers collect detailed information using a variety of data collection procedures over sustained period of time.

e. Narrative researcher is a qualitative strategy in which the researcher studies of individuals and ask one or more individuals to provide stories about their lives.

3. The characteristic of qualitative research

a. Qualitative research has the natural setting as the direct source of data and researcher is the key instrument.

b. Qualitative research is descriptive. The data collected is in the form of pictures rather than number.

c. Qualitative research is concerned with process rather than simply with outcomes or products.

d. “Meaning” is of essential to the qualitative approach.20 From the above explanation, this research aims to analyze the grammatical error on using simple past tense in writing at the first graders of SMK Pelita Bangunrejo in the Academic Year of 2021/2022. This is dedicated to know the error commonly made by students in writing, especially recount text.

D. Data Resources

The purpose of this research is to get the data. It is the important thing in the research which is the form of the phenomenon in the field and number[27]. From the data, the researcher will know about the aim from the research. The data collecting should be relevant with the problem of research. In qualitative research, there are two sources which can be used for getting the data.

1. Primary Source

   According to Sugiono, primary source is the source which could give valuable information directly. It means that the primary source is important data relate to problems of the research. For the primary source, the researcher uses the result of documentation[28].

2. Secondary source

   Secondary sources are additional sources to obtain data. Ownserves to collect data for different purposes while performing research.

   This research was conducted in class X TKJ SMK Pelita Bangunrejo. It is the place where the researcher gets the data. the writer took the archive from the English assignment writing text recount for class X TKJ students. there are 34 students in class X TKJ, consisting of 20 female students and 14 male students. The data of this research were any errors found in the students‟ writing of recount text.

[27] Steven J. Taylor, Robert Bogdan, and Marjorie DeVault, *Introduction to Qualitative Research Methods: A Guidebook and Resource* (John Wiley & Sons, 2015), 23.

[28] Sugiono, Metode Penelitian Qualitativ,13..

E. Data Collecting Technique

Data collection techniques are the most strategic steps in research, because the main purpose of research is to get data. Without knowing the data collection technique, the researcher will not get data that meets the established standards. there were four kinds of data collecting technique:

1. Documentation

   Documentation is data collection method which is used for getting information from the written source or document, for instance books, magazines, notes, and other. The researcher uses documentation to obtain the data about the school profile such as history of the school, the number of teacher and staff officer and students at SMK Pelita Bangunrejo Besides, the documentation is used to visualize the classroom activity in the form of photograph.

2. Observation

   In this research the researcher has use observation to see the condition in teaching-learning process. In this research the researcher has observe the students activities in teaching and learning process to know how the process of teaching and learning is held. In doing the observation the researcher makes the observation sheet that contains of list of students activities.

3. Interview

   The purpose of this interview is to obtain direct information about certain situations and conditions. In this interview, the researcher will interview the teacher to get data for research at SMK Pelita Bangun Rejo.

Here, the researcher uses documentation as the technique of collecting data. The term documentation refers to a wide range of written, physical, and visual materials, including what other researcher may term artifacts.

Documents are records of past events. Documents can be in the form of writings, drawings, or monumental works of a person, written documents such as daily notes, life history, biographies, regulations, and policies, documents in the form of images, for example photos, live pictures, sketches and others, and documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films, etc. Document study is a complement to the use of observation and interview methods in qualitative research.

The analysis in this research concerns on grammatical errors find in the students‟ writing in recount text. The analysis is based on surface strategy taxonomy. To guide analyzing obtained documents, the researcher made guidance as follows:

1. Read the students‟ writing two to three times to find grammatical errors in their writing.
2. Write down the grammatical errors in a table which represent one analyzed students‟ writings.
3. Each grammatical error which occurs will be noted in the table according to its classification.

F. Data Validity Technique

In addition to analyzing the data, researchers also need to test the validity of the data in order to obtain valid data. To establish the validity of the data needed examination techniques, in checking the validity of the data with qualitative methods required test plan that includes testing the validity of the credibility of the data dependability, transferability and objectivity.

G. Data Analysis

Data analysis is a systematic process search and compile interview transcripts, field notes, etc. materials you collect to improve your own understanding of them and to enable you to present what you have found to others. Data analysis is very important for the qualitative research process. It is for recognition, study, and understanding of the relationships and concepts in your hypothesized data and assertions can be developed and evaluated. Based on the explanation above, it can be concluded that the data analysis is the process of systematically searching and compiling the data obtained from the results of interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing, arranging into patterns, choosing which ones are important and what will be studied, and making conclusions so that they are easily understood by oneself.

In this study, the authors used one procedure; documentation. This The researcher is around checking students' errors in writing sentences. That the

writer takes from the students' work and after that the researcher analyzes via fetch after step.[29]

1. Collecting data based on the results of students' writing assignments.
2. Checking the students‟ work, the writer analyzes what error that students make.
3. Identifying the students‟ works by checking their errors. That consists of: omission, addition, miss-formation, and miss-ordering.
4. Counting the total number of errors made by the students.
5. Calculating the error percentage for each type, the author uses.

   The formula bellow :

   $$p = \frac{fn}{} x\ 100\%$$

   P : The Presentation of Errors

   F : The Total Number of Errors

   N : The Total Number of the sentences.

H. Indicator Of Success

Determine the research subject. In this case, the writer identifies the class that is the subject of the research. The subjects of this study were students of class X TKJ SMK Pelita Bangunrejo in the 2021/2022 academic year. Document information. Basically the documentation strategy is a strategy used to bring up chronic information “Documentation is a method of documentation,

[29] Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Voegtle, *Methods in Educational Research: From Theory to Practice* (John Wiley & Sons, 2006), 152.

researchers investigate written materials such as books, magazines, documents, regulations, meeting notes, diaries, etc. Researchers used a documentation strategy to get information. Used to retrieve information from archives (information sources) steadily .Analyze data. Researchers collect all the data that has been recorded. From data collection, the writer analyzed students' mistakes in using past tense in compiling recount text. Make a research report. Finally, after analyzing the raw information collected, the researcher concludes the findings of the investigation and reports them.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Location of the Research

The general description that was assessed is as the complementari data. It is subjectively concerned in condition of school geographical of school building condition of school, and structure of organisational school.

1. Brief History about the Establishment of SMK Pelita Bangunrejo.

SMK Pelita Bangunrejo, Central Lampung Regency, was established on May 2, 1988 by Decree No. 075/YPP/V/1988 by Yayasan Pelita Bangunrejo and SK No. 902/1.12 BI/U/90 by the Minister of Cultural Education of the Republic of Indonesia on 20 June 1990. Which is located on Jalan Raya Barat No. 69 Bangunrejo, Central Lampung. This school was founded by the Pelita Education Foundation with a coaching background and community needs for office and trade education. , with majors so that the interest and desire of junior high school graduates to enter SMEA is very enthusiastic and positive, marked by the number of first generation students 170 people who are divided into two majoring classes, 80 students majoring in administration and 90 students majoring in administration. second grade. marketing management class.

Along with changes in regulations and improvements to the curriculum from the government, the name SMEA was changed to SMK, namely Vocational High School. Business and management groups with

sales secretarial expertise programs and Pelita Vocational Schools have undergone accreditation three times and received recognized status and the results of accreditation in 2005 received a “B” rating for expertise. secretary and sales. And starting the 2008/2009 school year, Pelita Bangunrejo Vocational School added one more department, namely the finance department with an accounting expertise program.

SMK PELITA BANGUNREJO has experienced various school principals included:

1. Drs. MURJITO Period (1988 to 1990)
2. SUBADRUN, S.Pd.I Period (1991 to 2000)
3. YAHMUN, S.E,MM Period (2001 to 2004)
4. SUBADRUN, S.Pd.I Period (2005 to 2012)
5. JOKO PURNOMO, S.E Period (2013)
6. Drs. SUWARI Period (2014 to 2021)
7. AHMAD BUHARI PERDANA, S.Pd Period (2022 until now.

2. Geographical Location

Pelita Bangunrejo Vocational School is located on Jalan Raya Barat No.69 Bangunrejo, Central Lampung. Owns land with an area of 1650 m2 with the followed :

a. To the south : Jalan Raya Bangunrejo
b. To the east : Bangunrejo Village Hall
c. North side : SD Negeri 2 Bangunrejo
d. To the west : the community's yard

3. The Condition of Teachers and Official Employers in of SMK Pelita Bangunrejo

Table 4.1.
The table of the Tearcher and Official Employers in SMK Pelita Bangunrejo

No	Name	Position	Last Education
1	Ahmad Buhari Perdana, S.Pd.	Kepala Sekolah	S1
2	Drs. Suhariyono	Wa.Ka. HUMAS	S1
3	Sukidi	Staf Tata Usaha 1	SMA
4	Drs. Suwari	Wa.Ka.Penjamin Mutu	S1
5	Mu'aji, B.Sc.	Guru Mapel	DIII
6	Drs. Djoko Susilo, M.Pd.	Ka. Prog. OTKP	S2
7	Muji Widodo	Staf Tata Usaha 2	SMA
8	Lucia Sri Sulastri, S.Pd.	The Teacher Subject	S1
9	Dra. Mintarsih	Guru Mapel	SI
10	Drs. Suwarjo Hartoyono, M.Pd.	Guru Mapel	S2
11	E. Lilis Setyowati, S.Pd.	Guru Mapel	S1
12	Listri, S.Kom.	Guru Mapel	S1
13	Jumadi	Tukang Kebun Kampus 1	SMP
14	Suwito	Scurity Kampus 1	SD
15	Diana Vici Sariningrum, S.Pd.	Guru Mapel	S1
16	Zulkifli, S.Pd.	Wa.Ka. Sarpras	S1
17	Agung Prasetyo, S.Pd.	Wa.Ka. Kesiswaan	S1
18	Wahyu Nugroho, S.Pd.	Ka.Prog. AKL	S1
19	Yusilawati, S.Pd.	Guru Mapel	S1
20	Delna Ramza, S.Pd.	Guru Mapel	S1
21	Yanti Widya Retna, S.Ag.	Guru Mapel	S1
22	Eka Desi Gunawati, S.Pd.I.	Bendahara BOS	S1
23	Eka Holifah, S.Pd.	Guru Mapel	S1
24	Erika Hesliyanti, S.Pd.	Guru Mapel	S1
25	Yohanes Riyadi, S.T.	Wa.Ka. Kurikulum	S1
26	Novita Rini, A.Md	Staff Tata Usaha 3	DIII
27	Sulis Setiowati, S.Pd	Ka. Prog. BDP	S1
28	Rossa Pamela Yunita, S.Pd	Guru Mapel	S1
29	Nurahman, A.Md.	Operator Sekolah	DIII
30	Prima Whisnu Wardana, S,Pd.	Kepala Tata Usaha	S1
31	Yulita Dwi Astuti, S.E.	Guru Mapel	S1

32	Khusnul Amri, S.Pd	Ketua BKK, Ketua PAK	S1
33	Haerul Anwar, S.Pd.I.	Pembina OSIS	S1
34	Agin Jonawan, S.Pd.	Guru Mapel	S1
35	Hesti Cahyanti, S.Pd.	Administrasi Kampus 2	S1
36	Bayu Saputra, S.Kom.	Ka. Prog. TIK , Ka. Lab	S1
37	Kistiyo, S.T.	Guru Mapel	S1
38	Muhyidin, A.Md.	Ka. Beng. TBSM	DIII
39	Tur Dermawan, A.Md.	Ka. Beng. TKRO	DIII
40	Tri Purnomo	Staff Tata Usaha 4	SLTA
41	Ummi Khaira, S.Pd.	BK/BP Kampus 2	S1
42	Arma Atussoleha, S.Pd.Gr.	BK/BP Kampus 1	S1
43	Muhammad Isnan Kurnianto, A.Md.	Guru Mapel	DIII
44	Cici Novitasari, M.Pd.	Guru Mapel	S2
45	Ismail, S.E.,MM.	Guru Mapel	S2
46	Rahmawati,S.Pd.	Pustakawan	S1
47	Siti Rohmatun Nasikha, S.Pd.	Guru Mapel	S1
48	Sahadat	Tolmen Kampus 2	SMK
49	Refi Elma Suri, S.E.	Bendahara Sekolah	S1
50	Eka Susi Suranti, S.Kom.	Guru Mapel	S1
51	Niarotul Anjumi, S.Kom.	Guru Mapel	S1
52	Muhammad Luthfi Azis, S.T.	Ka.Prog. Teknik Otomotif	S1
53	Efendi Jarkasih, A.Md.	Ka. Beng. TKRO	DIII
54	Eko	Tukang Kebun Kampus 2	
55	Yohanes Prayitno	Scurity Kampus 2	

4. The Quantity of SMK Pelita Bangunrejo

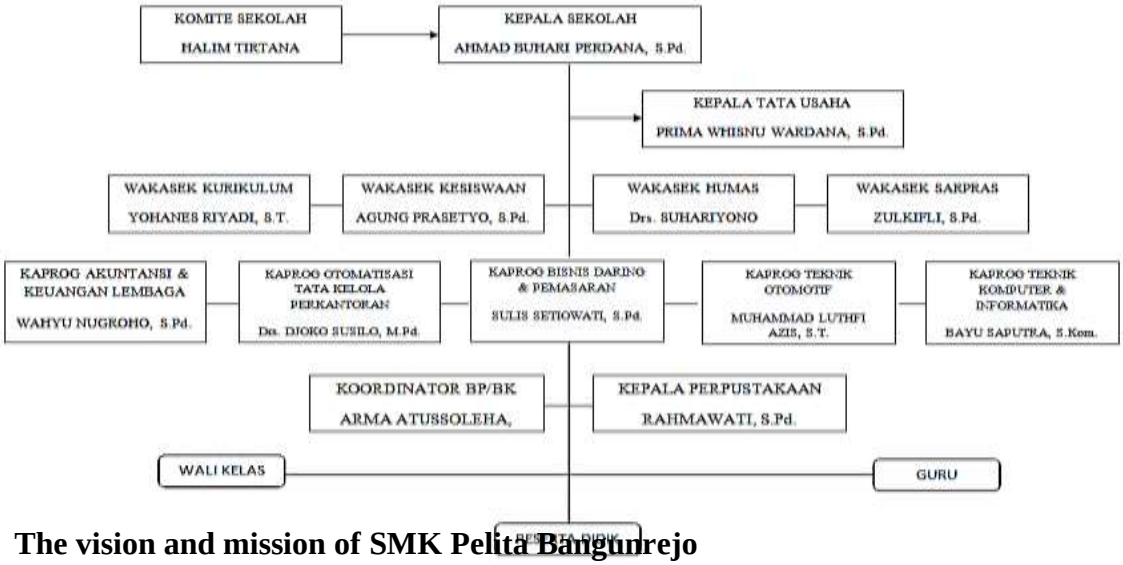
Table 4.2.

The table Quantity of SMK Pelita Bangunrejo

No	Class	Male	Female	Total
1	**Class X Tkj**	**12**	**20**	**32**

5. The Organization of SMK Pelita Bangunrejo

The Organization of SMK Pelita Bangunrejo can be shown in the figure as follows:



6. The vision and mission of SMK Pelita Bangunrejo

Vision

a. The vision of SMK Pelita Bangunrejo Central Lampung is "The realization of national/international standard educational and training institutions to produced graduates who are competitive, diligent, skilled, and independent based on faith and piety in order to fill development and face the global market

Mission

a. Prepared a tough, competitive and professional middle class workforce based on faith and piety.
b. Produced graduates who are independent and able to become entrepreneurs.

c. Organized taught factory-based education and training in collaboration with the business world/industrial world.
d. Improving the competence of educators and education staff to become professional human servants.

B. Result of the Research

The main instrument of this research is task. The data were gained from the student writing. In collecting data, the writer asked the student of first grader (X TKJ) SMK Bangunrejo to make writing of recount text. Here, the writer only focused on classifying and identifying the students‟ task in writing recount text by using past tense and personal. The assignment of recount writing was respected as error. After checking the task result of the students‟ writing, it was found that there were four sorts of errors made by students in using past tense and personal pronouns in composing recount text based on Surface Strategy Taxonomy, they were omission, addition, miss-formation and miss-ordering.

1. Omission Error

Omission is characterized by the absences of things (word) required in a well-formed articulation. The total number of errors committed by students 34 (see appendix 9). The followed data were displayed as illustrations of the error did by the students:

Table 4.3.
The table of Omission Error Made by Students See Appendix 10

No	Sentences	Point of Omitted
1	I very happy. (no.2)	I was very happy (the absence of aux verb "was")
2	Ten Vocational High School. (no.4)	Tenth of elementary Vocational High School (The absence of preposition "Of")
3	We conversation. (no.7)	We made conversation. (the absence of Verb 2 "made")
4	I not have a book. (no.)	I didn't have a book. (the absence of aux verb "did")
5	Teachers happy. (no.4)	Teachers were happy. (the absence of aux verb "were")

2. Addition Errors

On the opposite from omission error is additional error. It is characterized by the presence of an item which does not show up in wellformed articulation. The overall number of addition errors committed by students were 19 (see appendix 9) the took after information were displayed as cases of the error did by students.

Table 4.4.
The table of Addition Error Made by Students See Appendix

No	Sentence	Point of Addition
1	I am go to lab. (no 2)	I went to lab. (It didn‟t need to add the preposition "To" before V2).
2	I am followed. (no. 8)	I followed. (It didn‟t need to add aux verb "am" before v2)
3	We are prayed. (no.8)	We prayed. (It didn‟t need to add aux verb "are" before v2)
4	My friends until were in front of my home. (no. 10)	My friends were in front of my home. (It didn‟t need to add preposition "until" before adverb)
5	I want to tell you are about. (no. 7)	I want to tell you about it. (it didn‟t need to add aux verb "are" after object)

3. Miss-Formation Errors

Miss-formation errors are characterized by the employments of the wrong frame of the morpheme or structure. The total number of missformation errors committed by students 107 (see appendix 9). The taked after information was displayed as cases of the error did by the students:

Table 4.5.
The table of Miss-Formation Made by Student see appendix

No	Sentences	Point of Miss-Formation
1	Four practice book. (No.1)	Four practice books. (It is wrong formation, four was plural and should be followed by plural noun)
2	I go to computer lab. (No. 3)	I went to information place. (Verb 1 (go) should be change by V2 (went))
3	I make a bird canary. (no.4)	I made a bird canary. (Verb 1 (make) should be change by V2 (made))
4	I was so happiness. (no. 5)	I was so happy. (“Happiness” is a noun and it needs the adjective “happy” to complete the sentence).
5	That is my experience. (no. 6)	That was my experience. (aux verb that use in recount text is “was”)
6	He face is flat. (no. 11)	His face was flat. (The pronoun “he” should be changed by the possessive adjective “his” and the aux verb “is” should be changed by “was”).
7	Left he (no.11)	Left him. (pronoun “he” is the subject and Verb is followed by Object).
8	His name is Mr.Agin. (no.9)	His name was Mr Agin. (“her” is a possessive pronoun from “she”. Mr Sulis is a man

		and the possessive pronoun from "He" is "His".
9	And I take graphic design. (no.6)	And I took graphic design. (Verb 1 (take) should be change by V2 (took))
10	The committee give I. (no.11)	The committee gave me. (the word "give" is for v1 and recount text is followed by verb 2 "Gave". The pronoun " I" is a subject in the sentence. It should be changed by "me" as an object)
11	I had a experience. (no.8)	I had an experience. (Article "a" is followed by consonant word and "an" is for vocal word).
12	My live destiny. (no. 4)	My life destiny. (the word "live" is verb should be change by noun "life")
13	We open Corel Draw. (no.9)	We opened Corel Draw. (the word after preposition "for" should be followed by gerund "open " to "opened)
14	I ever think. (no. 5)	I ever thought. (The word "think" is for verb1. Recount text should be followed by verb2 "thought").

4. Miss-Ordering Error

Miss-Ordering errors are characterized by the erroneous arrangement of morpheme or group of morpheme in an expression. The entire numbers of miss-ordering errors committed by students were 24 (see appendix 9). After taked information were displayed as illustrations of the error did by the students:

Table 4.6.
The table of Miss-Ordering Error Made by Student see Appendix

No	Sentences	Point of Miss-Ordering
1	Last Wednesday I on practiced. (no.4)	On last Wednesday I practiced. (It doesn't fit subject verb agreement. In the sentence the verb comes first and it should be "Subject + verb")
2	My design bird finished. (no.8)	I finished my bird design. (" bird as head of noun phrase should be put in the beginning)
3	We make outline first. (no.9)	First we make outline. ("outline as head of noun phrase should be put in the beginning before article)
4	Design the new. (no. 10)	The new design. ("new" as a adjective should be put before noun "destination")

5. Discussion of Finding

After collecting the data from the students, the errors were identified and then they were classified based on surface strategy taxonomy, According to Dulay the taxonomy that highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may missformation items or miss-ordering them.[30]Therefore, surface strategy taxonomy classifies errors into four: omission, addition, miss-formation and miss-ordering. To classify the types of errors the calculating of the percentage of error was shown to know the percentage of each type undertaken by students.

[30] Heidi Daulay, Marina Burt and Stephen Krashen, Language Two (New York: Oxford University Press, 1982), 146.

This study was conducted by applying a qualitative research. The researcher would like to discuss about finding of the students' error in writing recount text and the most dominant errors in writing recount text by participants of students of X TKJ SMK Pelita Bangunrejo . Based on the result, there were four students' errors: the errors in omission, addition, misinformation and misordering.

The errors in omission occurred when the students did not complete to writing the sentences. The error in addition is when the students add words that shouldn't be in the sentence. The error in misinformation is when the students fail to choose word form and error in using simple past. The errors in misordering is when the students incorrect placement of a morpheme or a group of morpheme Based on the result, it was found the most dominant error in writing recount text is misinformation

Table 4.7.
The table of Total of Errors

No	ERRORS	TOTAL	PERCENTAGE
1	OMISSION	34	18,49%
2	ADDITION	19	10,32%
3	MIS-FORMATION	107	58,15%
4	MIS-ORDERING	24	13,04%
5	TOTAL	184	100%

Based on the result of the research, the researcher found four types of errors made by students in using simple past tense and personal pronoun in writing recount text based on surface strategy taxonomy, they were omission, addition, miss-formation, and miss-ordering. Then, the highest frequency of errors made by the students based on surface strategy

taxonomy is missformation percentage is 58,15%, followed by omission with the percentage is 18,49% and miss-ordering with the percentage is 13,04% and the last is addition with 10.32%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the information collected and examination, the analyst drew a few conclusions and recommendations. Within the test course, after analyzing the result of the information analyst can be conclude:

1. The subject committed four sorts of error made by understudies is using Past Tense in recount text related content based on surface strategy taxonomy, they were Omission, Addition ,Mis-formation and Misordering.
2. The total number errors committed by students were 184 items. Here are frequency and percentage of the four types:
    a. The number of Mis-formation errors with 107 items and the percentage is 58,15%.
    b. The number of omission errors with 34 items and the percentage is 18,49%.
    c. The number of Miss-Ordering errors with 21 items and the percentage is 13,04%.
    d. The number of additional errors with 19 items and percentage is 10,32%.

B. Suggestion

Based on the findings of the research, the researcher would give some suggestions be cited as follows.

1. The suggestion is given to the English teacher that the researcher should not ignore the students' error, if it is possible to give proper correction to them using appropriate error correcting strategy.
2. Regularly practice the students expressing their idea through recount text as one of the alternatives, to accustom them to expressing their idea using English. It will be beneficial to prevent of at least to minimize the error committed in expressing their idea.
3. The researcher should give the explanation how to write a recount text to be a good sentences and give more examples to the students, more examples can make the students understand about writing recount text. Therefore, the students understand about writing recount text clearly and can make good recount text.
4. The researcher should give attention and motivation in their English writing.

BIBLIOGRAPHY

A.S Homby, Oxford Advanced Learner;s Dictionary, Eight Editions, (New York: Oxford University Press, 2010)

Algeo, John. The Origins and Development of the English Language. 6th edition. Boston, MA: Wadsworth Publishing, 2009.

An Analysis of Students' Error in Writing Recount Text (A Case Study in the Second Grade Students of SMP Trimulia Jakarta)) | Semantic Scholar.

Anderson, Jack. (2008). "The Collection and Organization of Written Knowledge." In Handbook of Research on Writing, ed. Charles Bazerman, New York: Lawrence Erlbaum Associates.

Auerbach,Carl F and Silverstein, An introduction to coding and Analysis Data Qualitative New York: New York press, 2003

Byrne, Donn. Teaching Writing Skills. New ed. Longman Handbooks for Language Teachers. London ; New York: Longman, 1988.

Chau, Bui. "Basic English Grammar Book." Accessed February 11, 2022. Basic_english_grammar_book.

Cholipah.2014. an analysis of students error in writing recount text at the second grade of Smp Trimulya Jakarta selatan Academic years 2013/2014. Uin Syarif Hidayatullah Jakarta.

Concise Oxford Dictionary, 9th ed, p1436.

Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th ed. Thousand Oaks, California: SAGE Publications, 2014.

David Nunan Language Teaching Methodology A Tex Book Fi Org | Khuzain Pancasona

Dearborn Fizhroy.2005. Encyclopedia of linguistics.New york: Philip Strazany.

English Sentence Analysis Pap/Cdr Edition by Verspoor, Marjolijn, Sauter, Kim Published by Benjamins, n.d.

Gordon Taylor, A Student's Writing Guide, How to Plan and Write Successful Essays, (Cambridge: Cambridge University Press, 2009), p. 2

H .Doughlas Brown. 2007. Principle Of Language Learningand Teaching .Fifth Edition.(New York.Copyright).

H. Brown, Douglas, Teaching by Principles…., p. 335-336

Heidi Daulay, Marina Burt and Stephen Krashen, Language Two (New York: Oxford

Hope C Dawson. Michael Phelan.2016. Language Files; Materials for an Introduction to Language and Linguistics. Department of Linguistics The Ohio State University.

Keir, June. Informative Texts: Recognising and Creating Procedures, Explanations, Recounts and Descriptions. Ready-Ed Publications, 2009.

Knapp, Peter, and Megan Watkins. Genre, Text, Grammar: Technologies for Teaching and Assessing Writing. UNSW Press, 2005.

Lodico, Marguerite G., Dean T. Spaulding, and Katherine H. Voegtle. Methods in Educational Research: From Theory to Practice. John Wiley & Sons, 2006.

Martin Parrot. Grammar for English Language Teachers 2nd Edition, Britain: Cambridge University Press. 2010.

OSHIMA, "Alice and HOGUE." INTRODUCTION TO ACADEMIC WRITING THIRD EDITION. Pearson Long, n.d.

Rodney Huddleston and Geoffrey K. Pullum.2010. A Student's Introduction to English Grammar.New York: Cambridge University Press.

Schmandt-Besserat, Denise and Michael Erard. (2008) "Origins and Forms of Writing." Handbook of Research on Writing: History, Society, School, Individual, Text. Charles Bazerman, ed. New York: Lawrence Erlbaum Associates

Sugiono, Metode Penelitian Qualitativ, Bandung:Alfabeta, 2020

Taylor, Steven J., Robert Bogdan, and Marjorie DeVault. Introduction to Qualitative Research Methods: A Guidebook and Resource. John Wiley & Sons, 2015.

University Press, 1982), 146.

Uwe Flick. The Sage Handbook of Qualitative Data Collection. Edinburg: Sage Publications Limited, 2018

APPENDICES

SILABUS PEMBELAJARAN BAHASA INGGRIS

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas / Semester : X TKJ / 1

Kompetensi Inti :

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internatio	**Teks tulis berbentuk *announcement* (pemberitahuan)** *Fungsi sosial* Memberikan informasi dengan	**Mengamati** • Siswa mendengarkan/membaca teks *announcement* dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks *announcement* • Ketepatan unsur kebahasaan	2 x 2 JP	• Audio CD/ VCD/ DVD • SUARA GURU • Koran/ majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
nal yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*), sesuai dengan konteks penggunaannya.	atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi *Struktur Teks* Ungkapan yang lazim digunakan dalam teks *announcement* di media massa maupun di internet, secara urut dan runtut.	penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. • Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses *skimming* dan *scanning* untuk mendapatkan informasi khusus. **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa mencari teks lain untuk mendengarkan/m	: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk pemberitahuan (*announcement*) di depan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan		• www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.11. Menangkap makna pemberitahuan (*announcement*). 4.12. Menyusun teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*Unsur kebahasaan* Kosa kata , tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan penguca pan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi *Multimedia:* Layout, dekorasi, yang membuat tampilan	embaca teks *announcement* dengan strategi yang digunakan dari berbagai sumber. • Siswa berlatih membaca teks *announcement* dengan strategi yang digunakan bersama teman **Mengasosiasi** • Siswa menganalisis teks *announcement* dengan memperhatikan format penulisannya melalui strategi yang digunakan. • Siswa membandingkan teks *announcement* yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks *announcement* yang mereka temukan dari sumber lain.	*(announcement)* **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan komunikasi - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajar		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	teks lebih menarik	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks *announcement* dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Membuat jurnal belajar (*learning journal*)	an di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam	**Teks *recount* lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa**. *Fungsi sosial* Menelad ani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan. *Struktur* a. Menyebutkan tindakan/ peristiw	**Mengamati** • Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadianb/peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks recount • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja**	7 x 2 JP	• Audio CD/ VCD/ DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcounci

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
melaksanakan komunikasi fungsional 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana. 4.14. Menyusun teks *recount* lisan dan tulis sederha	a/kejadian secara umum b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. *Unsur kebahasaan* (1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang	perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount **Mengeksplorasi** • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menysun kalimat-	• Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan		l.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
na tentang pengalaman/ kegiatan /kejadian /peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	sedang banyak dibicarakan. (2) Penyebutan kata benda (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (5) Rujukan kata *Topik* Keteladanan tentang perilaku kewirausahaan, daya	kalimat yang diberikan menjadi text recount. • Siswa secara berkelompok menuliskan /menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut **Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.	- perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. • Kumpulan karya siswa yang mendukung proses penulisan		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	juang, percaya diri, tanggung jawab, disiplin.	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasi**kan • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (*learning journal*)	teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			melaksanakannya.		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	**Teks naratif lisan dan tulis berbentuk legenda sederhana.** *Fungsi sosial* Menelaadani nilai-nilai moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan	**Mengamati** • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/	6 x 2 JP	• Audio CD/ VCD/ DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	akhir cerita *Unsur kebahasaan* (1) Kata-kata terkait karakter, watak, dan setting dalam legenda (2) Modal auxiliary verbs. (1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan	yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman	didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	(6) Rujukan kata *Topik* Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan	dalam membaca • • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal'	rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam	**Lagu sederhana** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan pesan moral *Unsur kebahasaan*	**Mengamati** • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang didengar **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam	2 x 2 JP	• Audio CD/ VCD/ DVD • www.youtube • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkap makna lagu sederhana.	(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan	antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu **Mengeksplorasi** • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar **Mengasosiasi** • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar	melaksanakan Komunikasi - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian		• http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Topik Ketelada nan tentang perilaku yang menginsp irasi.	• Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin **Mengkomunikasika n** • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Mengetahui :

Guru mata Pelajaran Bahasa Inggris

Rossa Pamela Yunita , S.Pd.

Bangunrejo, 17 Januari 2022

Peneliti

Mita Lestari

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK PELITA Bamgunrejo

Mata Pelajaran : Bahasa Inggris

Kelas : X TKJ

Materi Pokok : Recount Text

Alokasi Waktu : 1 X 110 menit

I.Kompetensi Inti

1.1 Menghayati dan mengamalkan ajaran agama yang dianutnya.

1.2 Menghayati dan mengamalkan perilaku jujur, disiplin, bertanggung jawab, peduli (gotong royong, toleran, kerjasama, damai), santun, responsif, serta proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial serta alam dalam menempatkan diri sebagai cerminan dari bangsa dalam pergaulan dunia.

1.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan. Prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

1.4 Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu untuk menggunakan metode sesuai kaidah keilmuan.

II. Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

1.2 Menunjukkan perilaku santun serta peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

1.3 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

1.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.

1.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, personal pronoun sesuai dengan konteks penggunaannya.

1.6 Menangkap makna dalam teks recount dan personal pronoun lisan dan tulis sederhana.

1.7 Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/ kejadian/ peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

III. Tujuan Pembelajaran Siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks recount sederhana tentang pengalaman/ kejadian/peristiwa.

2. Menunjukkan perilaku peduli, percaya diri, tanggung jawab dalam melaksanakan komunikasi terkait teks recount dan personal pronoun sederhana tentang pengalaman/kejadian/peristiwa.

3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.

4. Merespon makna teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.

5. Menyusun teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.

IV. Materi Pembelajaran

1. Recount text

a. Definition

Recount text is the kind of genre that has a purpose to retell past events for purposing of entertaining and informing the readers.

b. Social Function

To reconstruct past experiences with retelling events and it is written chronologically.

c. Generic Structures

1) Orientation : introducing the participants, time and place

2) Events : tell events in the temporal sequence

3) Reorientation : brings events into the present

d. Example of recount text

My First Date

Last Saturday night, my class mate, Jeno, came by his motorcycle at 5.30 pm at my home and asked my parents permission to ask me out on a date. He stayed for a while and talked to my dad while waiting for me to get ready. We took off around 6 pm.

Jeno then took me to a noodle house for dinner. I had noodle with shrimps and he had noodle with chicken. We finished our dinner rather quickly because he also wanted to take me to the movie theater. We arrived at the theater around 7.30 pm and it was very crowded. Some people came as a group, some as couple like Jeno and I. He qeued for the tickets while I bought some popcorns and soda. The movie started at 7.50 until 9.45 pm.

After the movie ended, Jeno took me home and apologized to my parents if it was too late for me to come home. My parents understood and said it was fine. I was really glad and hoped Jeno would ask me out again another time.

Orientation : *Last Saturday night, my class mate, Jeno, came by his motorcycle at 5.30 pm at my home and asked my parents permission to ask me out on a date. He stayed for a while and talked to my dad while waiting for me to get ready. We took off around 6 pm.*

Events : *Jeno then took me to a noodle house for dinner. I had noodle with shrimps and he had noodle with chicken. We finished our dinner rather quickly because he also wanted to take me to the movie theater. We arrived at the theater around 7.30 pm and it was very crowded. Some people came as a group, some as couple like Jeno and I. He qeued for the tickets while I bought some popcorns and soda. The movie started at 7.50 until 9.45 pm.*

Reorientation : *After the movie ended, Jeno took me home and apologized to my parents if it was too late for me to come home. My parents understood and said it was fine. I was really glad and hoped Jeno would ask me out again another time.*

e. Language Feature

1) Focus on individual participants.

2) Use past tense.

3) Use action verb .

4) Focus on temporal sequence.

2. Personal Pronoun

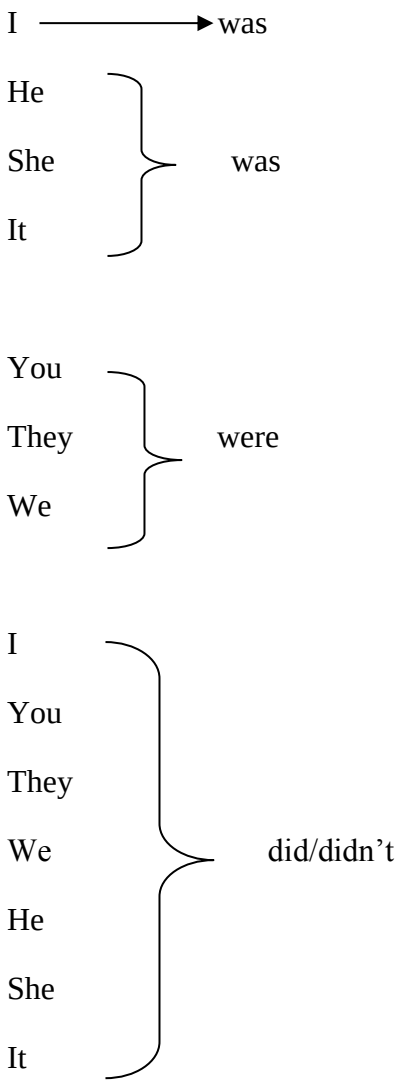
a. Definition The definition of personal pronoun is as a word that takes the place of a noun, so that the same noun could replace it.

b. Form of Personal pronoun

Subject	Object Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
Singular				
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself

It	It	Its	Its	Itself
Plural We You They	 Us You Them	 Our Your Their	 Ours Yours Theirs	 Ourselves Yourselves Themselves

3. Past Tense a. Simple past is tense that use to talk about things happened in the past b. Used V2 and to be 2 (was, were).



Didn‟t = It is used to negative sentence.

To Be = It is used for the sentence that haven't verb

Verb = It is used for positive sentence

Example:

(+) Subject+Verb2+Object

(-) Subject + Didn't + Verb 1 +Object

(?) Did + Subject + Verb 1 + Object

(+) She bought a book yesterday

(-) She didn't buy a book yesterday

(?) Did she buy a book yesterday?

c. Adverb of time used:

1) Yesterday

2) Last night

3) Last week

4) Yesterday after noon

5) An hour ago

6) Three days ago

V. Metode pembelajaran

1. Pendekatan : Scientific Approach
2. Methode : Menyimak, Menulis, latihan.

VI. Media,Alat,danSumberPembelajaran

1. Media :Buku LKS
2. Alat/Bahan : Laptop, Loud speaker, Powerpoint,PapanTulis.
3. Sumber : Internet

VII. Langkah-langkahKegiatanPembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama) b. Memeriksa kehadiran peserta didik. c. Apersepsi. d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. e. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu).	10 menit
Kegiatan inti	**Mengamati** • Siswa mendengarkan /membaca beberapa contoh pesan singkat dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana • Siswa mengikuti mengucapkan kalimat pesan singkat dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana. • Siswa membaca untuk memahami berbagai informasi , makna dari pesan singkat dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana, dengan pengucapan dan intonasi yang baik. **Menanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai pesan singkat dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana, dalam berbagai konteks. **Mengeksplorasi** • Siswa membaca contoh-contoh pesan singkat dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana l dari berbagai sumber lain. • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana menggunakan	90 menit

	Bahasa Inggris dalam kegiatan lain yang terstruktur. **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis fungsisosial,struktur teks dan unsur bahasa pesan singkat dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana. • Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerjakelompok. • Siswa menyimpulkan hasil analisinya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks pesan singkat dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana. **Mengomunikasikan** • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (notice), sangat pendek dan sederhana dengan ucapan, intonasi dan ekspresi dan performan yang baik dalam setiap ada kesempatan. • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atauakan dilakukan untuk mengatasinya.	
Penutup	a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu. b. Evaluasi dengan melaksanakan test secara lisan. c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran dengan menjawab pertanyaan: Pengetahuan berharga apa yang dapat kamu peroleh pada pembelajaran kita hari ini? d. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masingmasing (religious).	10 menit

VIII. Penilaian hasil belajar

1. Sikap Spiritual

   a. Teknik Penilaian :Observasi

   b. Bentuk Instrumen : Lembarobservasi

2. Sikap Sosial

   a. Teknik Penilaian : Observasi

   b. Bentuk Instrumen : Lembar observasi

3. Pengetahuan

   a. Teknik Penilaian

      1) Tes : Lisan

      2) Non Tes : Penugasan kelompok

   b. Bentuk Instrumental

      1) Soal tes lisan

      2) Proyek

4. Keterampilan

   a. Teknik : Observasi

   b. Bentuk Instrumen : Checklist.

Teacher

Rossa Pamela Yunita , S.Pd.

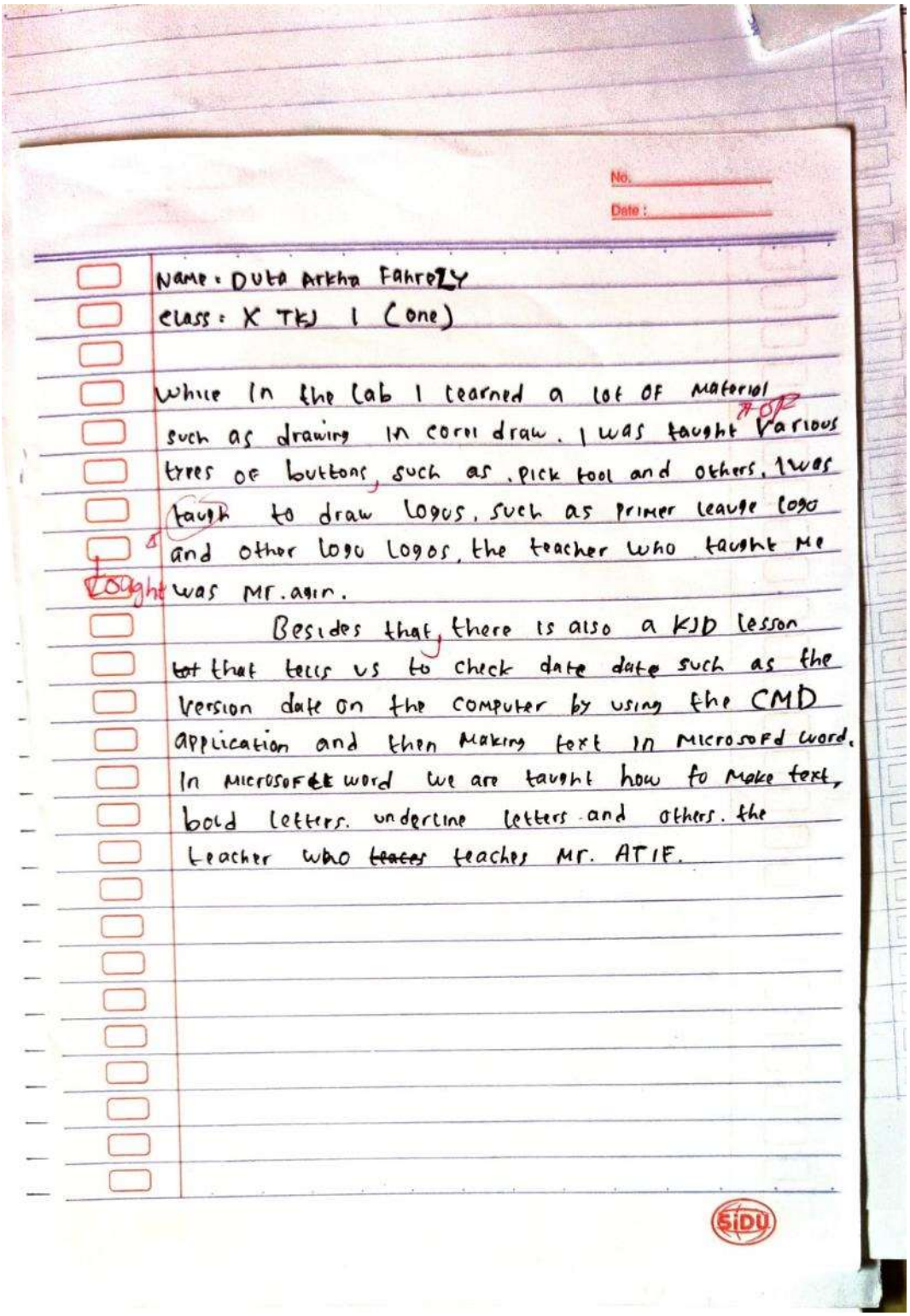
Researcher

Mita Lestari

Documentation

STUDENTS SHEETS

No. 1



No.
Date :

Name : Duta Arkha Fahrezy
class : X TKJ 1 (one)

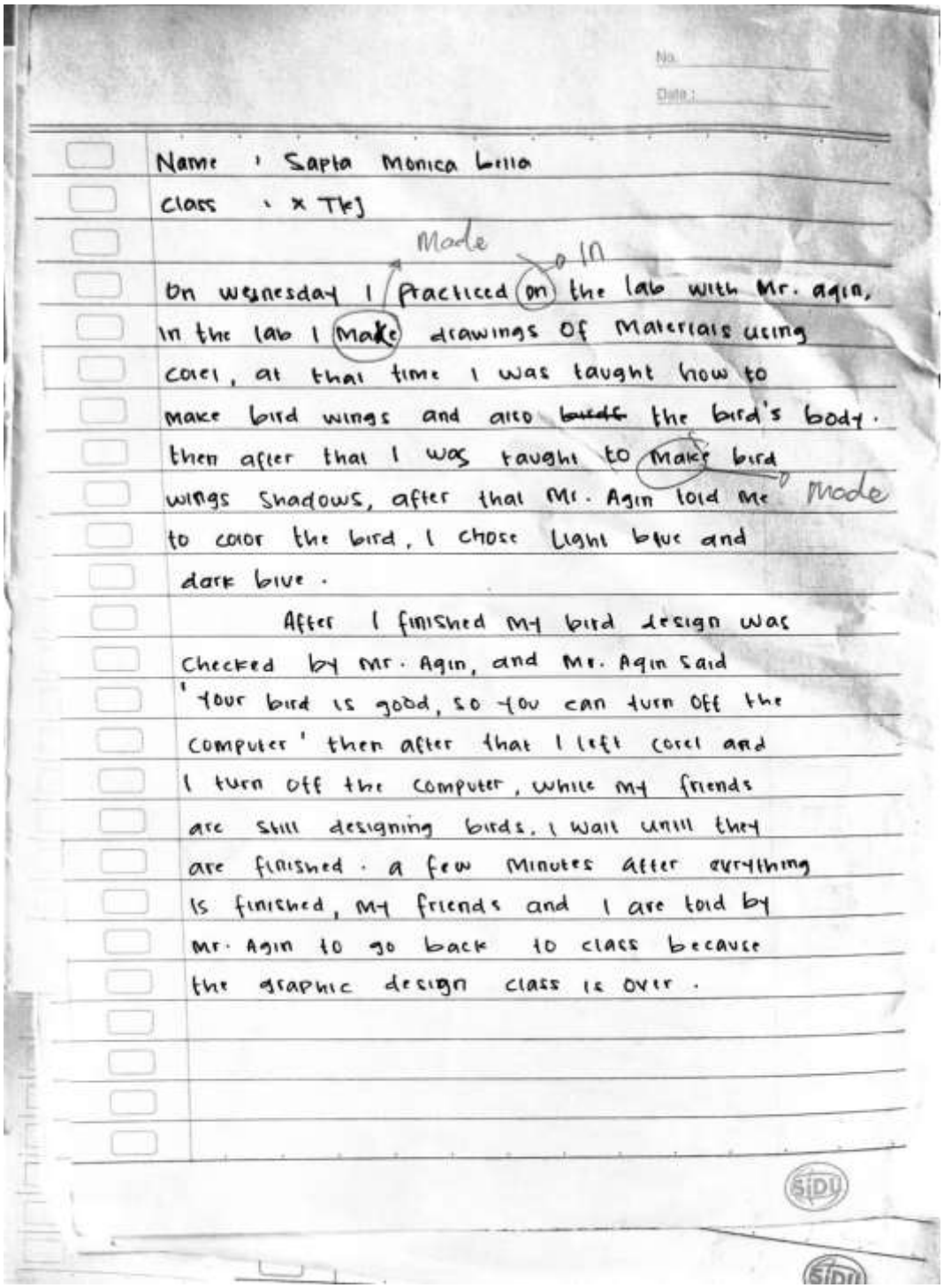
While in the lab I learned a lot of material such as drawing in corel draw. I was taught various types of buttons, such as, pick tool and others. I was taugh to draw logos, such as primer league logo and other logo logos, the teacher who taught me was Mr. agir.

Besides that, there is also a KJD lesson that tells us to check date such as the version date on the computer by using the CMD application and then making text in Microsoft word. In Microsoft word we are taught how to make text, bold letters, underline letters and others. the teacher who teaches Mr. ATIF.

SIDU

No.
Date :

No : 2



No.

Date :

Name : Sapta Monica Bella

Class : X TKJ

Made

In

On wednesday I practiced on the lab with Mr. agin, in the lab I Make drawings of Materials using corel, at that time I was taught how to make bird wings and also ~~birds~~ the bird's body. then after that I was taught to Make bird wings shadows, after that Mr. Agin told me to color the bird, I chose light blue and dark blue.

Made

After I finished my bird design was checked by Mr. Agin, and Mr. Agin said 'your bird is good, so you can turn off the computer' then after that I left corel and I turn off the computer, while my friends are still designing birds. I wait until they are finished. a few minutes after everything is finished, my friends and I are told by Mr. Agin to go back to class because the graphic design class is over.

No. 3

No.

Date :

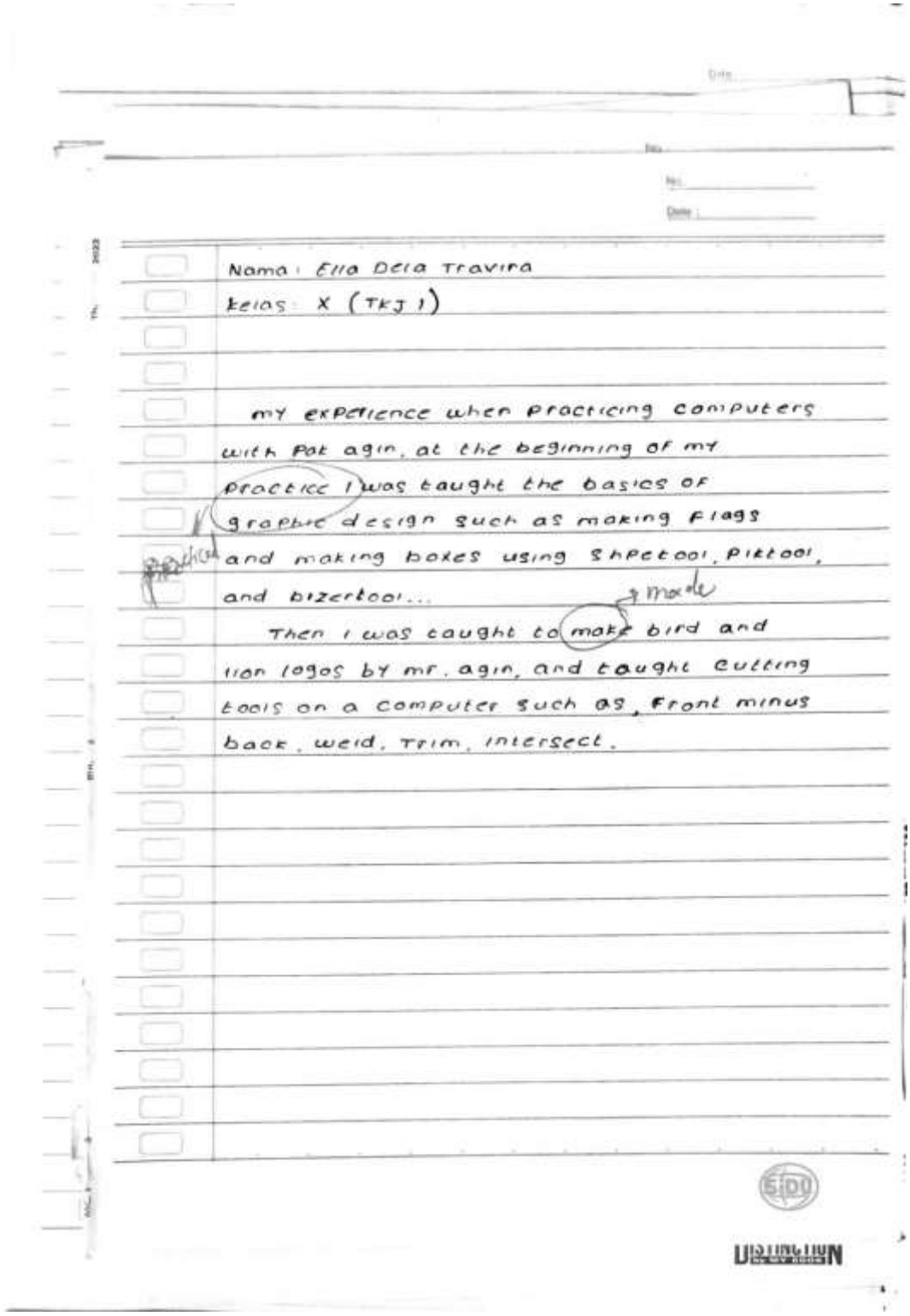
Name . ALAMSYAH SURYA SAPUTRA

Class : X TKJ

Last week in the lab I learned a lot of material such as drawing in corel draw . I was taughat various types of buttons such as bezier . pick tools and others . I was taught to draw logos, such as the primary league logo and other logo logos . the teacher who taught me was mr Aging.

Besides that there is also a KD lesson that tells us to check date-date such as the version date on the computer by using the cmd application an then making texs in microsof word , in microsof ward we are taught how to make text . bold letters underline letters an others the teacher who teaches mr . ATIF . Made

No. 4

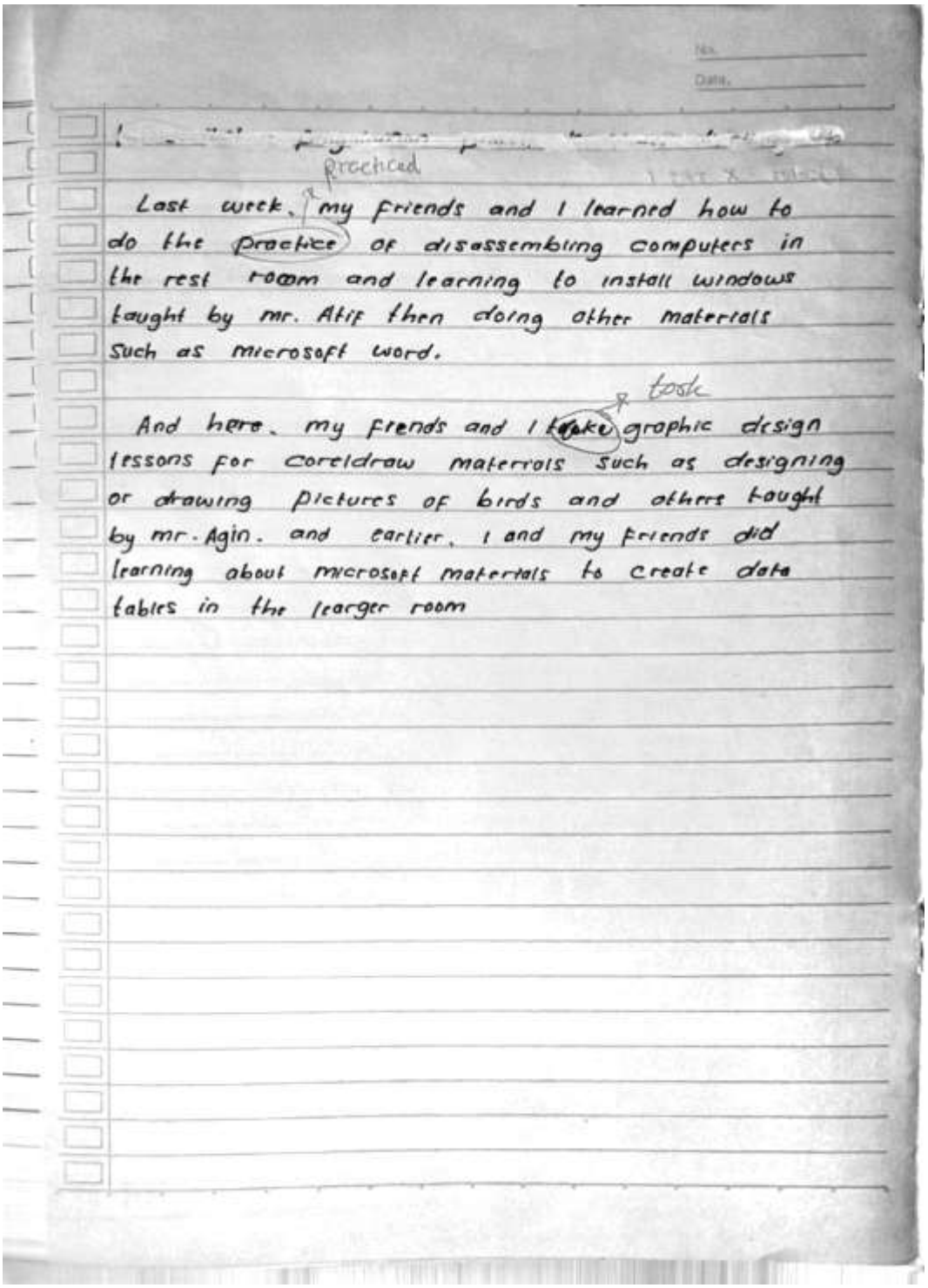


Nama : Ella Dela Travira
Kelas : X (TKJ 1)

my expetience when practicing computers with Pak agin, at the beginning of my practice I was taught the basics of graphic design such as making flags and making boxes using shpetool, pittool, and bizertool...

Then I was taught to make bird and lion logos by mr. agin, and taught cutting tools on a computer such as, Front minus back, weld, Trim, intersect.

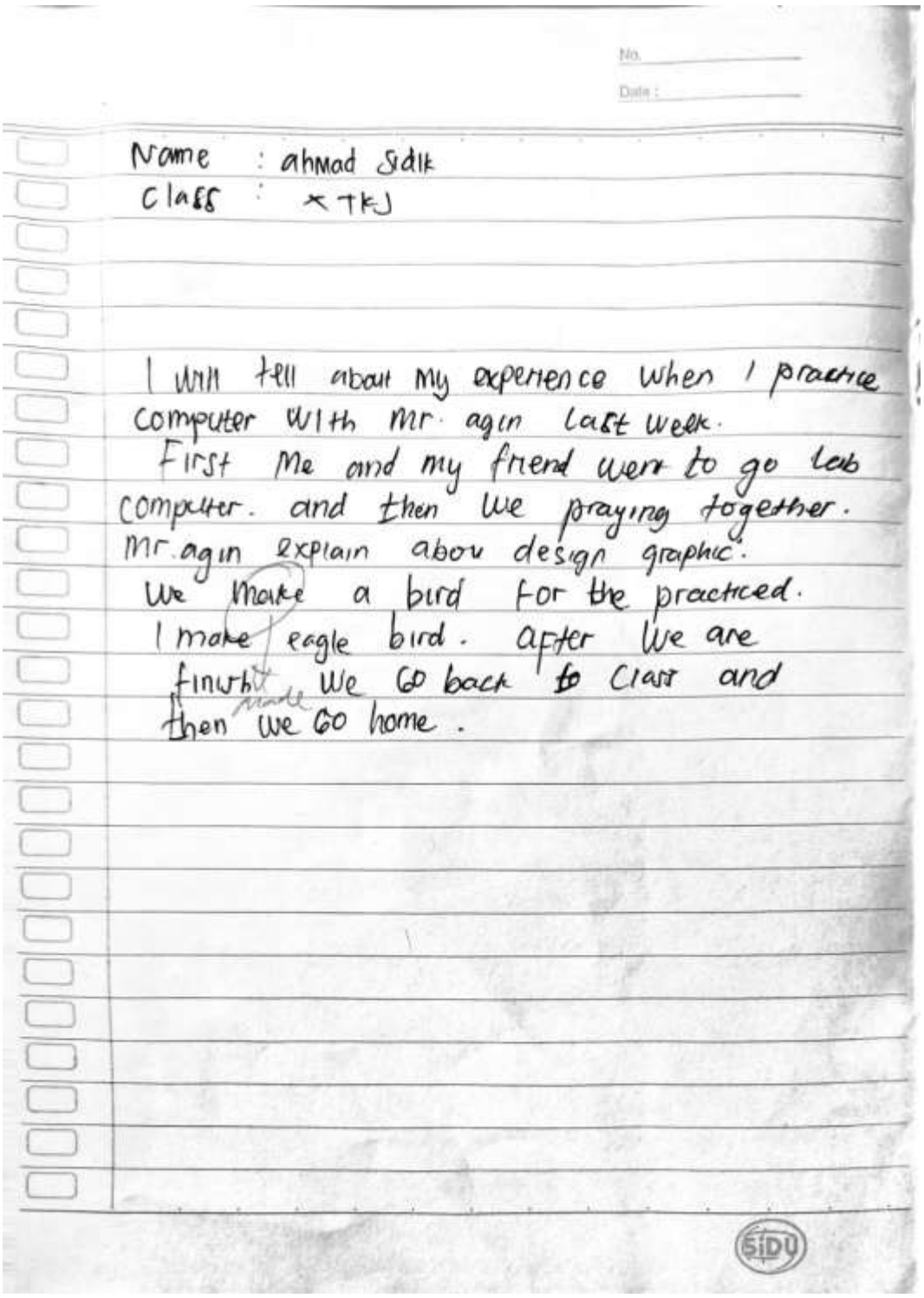
No. 5



Last week, my friends and I learned how to do the practice of disassembling computers in the rest room and learning to install windows taught by mr. Atif then doing other materials such as microsoft word.

And here, my frends and I take graphic design lessons for coreldraw materials such as designing or drawing pictures of birds and others taught by mr. Agin. and earlier, I and my friends did learning about microsoft materials to create data tables in the learger room

No. 6



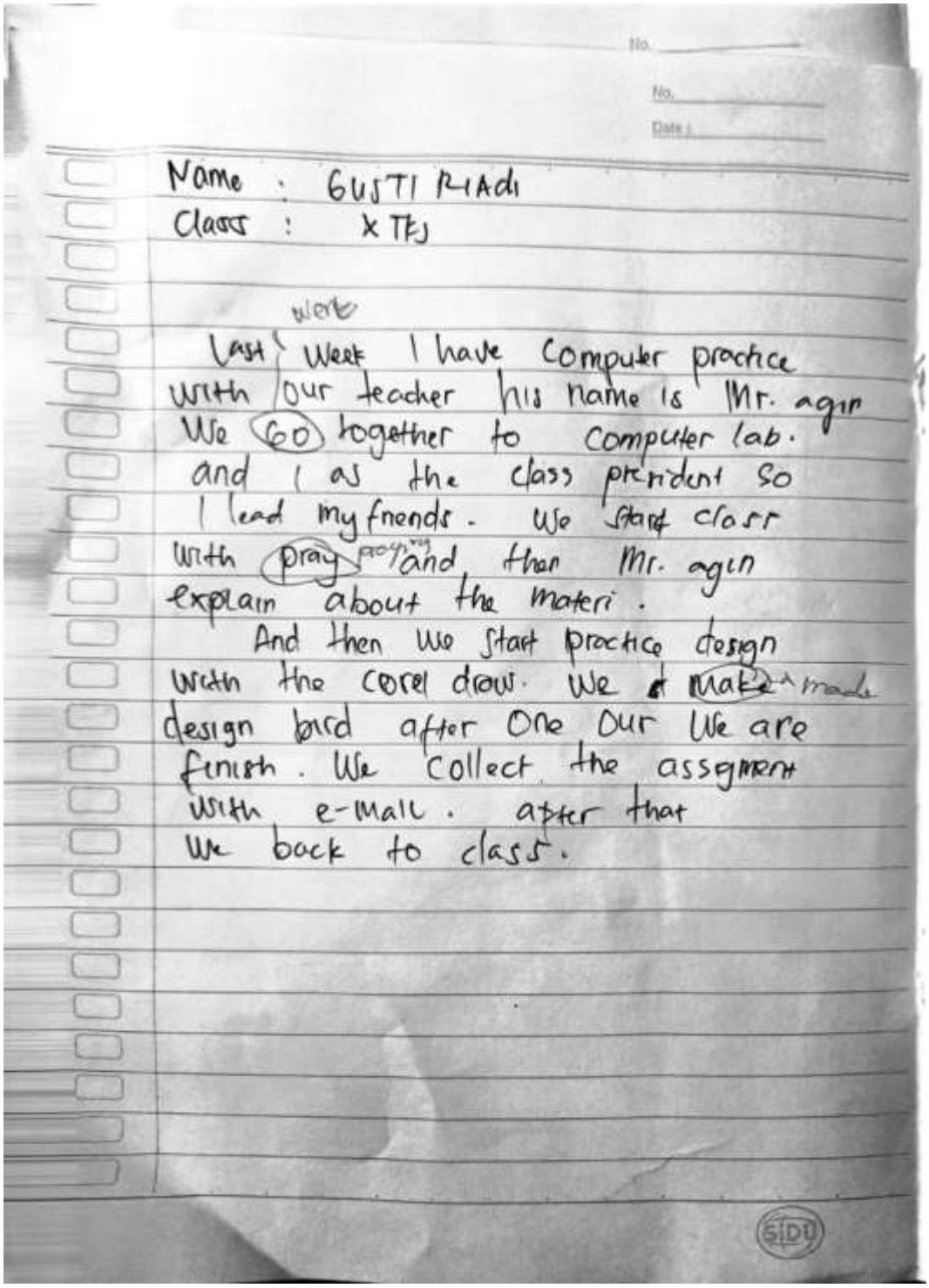
No.
Date :

Name : ahmad Sdik
Class : x TKJ

I will tell about My experience when I practice computer with Mr. agin last week.
First Me and my friend were to go lab computer. and then We praying together. Mr. agin explain abou design graphic.
We make a bird for the practiced.
I make eagle bird. after We are finwhit made We Go back to class and then We Go home.

SIDU

No.7



No.

No.

Date :

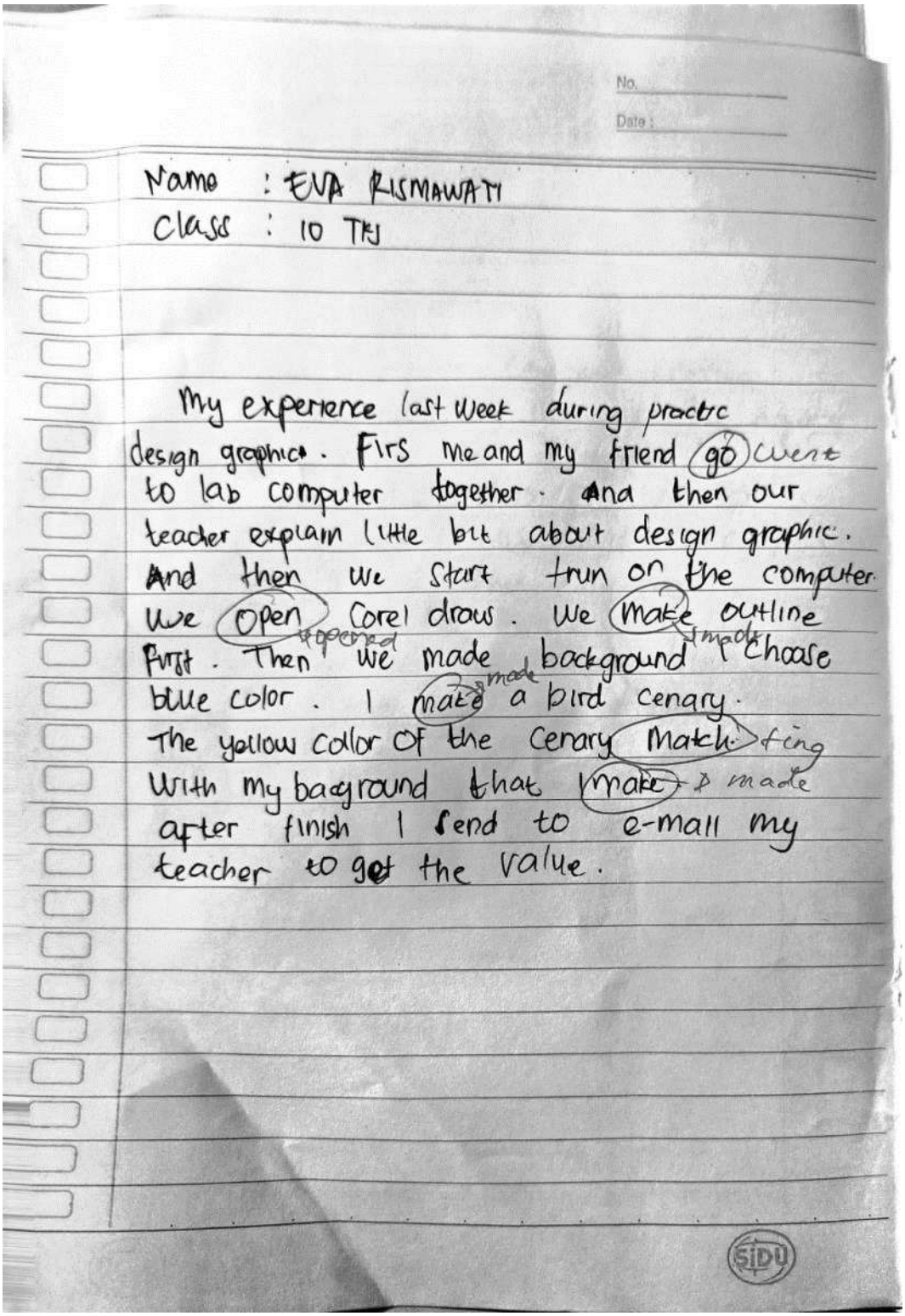
Name : GUSTI RIADI

Class : X TKJ

Last Week I have Computer practice with our teacher his name is Mr. agin We go together to computer lab. and I as the class president so I lead my friends. We start class with pray and then Mr. agin explain about the materi.

And then we start practice design with the corel draw. We make design bird after one our we are fenish. We collect the assgment with e-mail. after that we back to class.

no. 8



No.

Date :

Name : EVA RISMAWATI
Class : 10 TKJ

My experience last week during practic design graphic. Firs me and my friend go went to lab computer together. And then our teacher explain little bit about design graphic. And then we start trun on the computer. We open Corel draw. We make outline first. Then we made background I choose blue color. I make a bird cenary. The yellow collor of the cenary match ting with my bacground that I make made after finish I send to e-mail my teacher to get the value.

No. 9

No.

Date :

Name : alvia apriliani
Class : ATKJ

Last week I have computer practice.
I and my class mates went to the
computer lab with our teacher. Pak → Mr.
Agin, who taught basic design. Mr.
Agin explains the ways to design.
Then we got the assignment to design
a bird. I made an owl design ~~to design~~
~~a~~ in the Corel draw application.

Corel draw provides a lot of features so I can
make the design I want, right. There
is a template that can be used for
learning. I can make designs fast and
good. After completion we sending our
assignment via e-mail respectively. then
we turn off the computer and go back
to class.

No. 10

No.
Date :

Name : Dwi putri fadica
class : XTKJ

XT

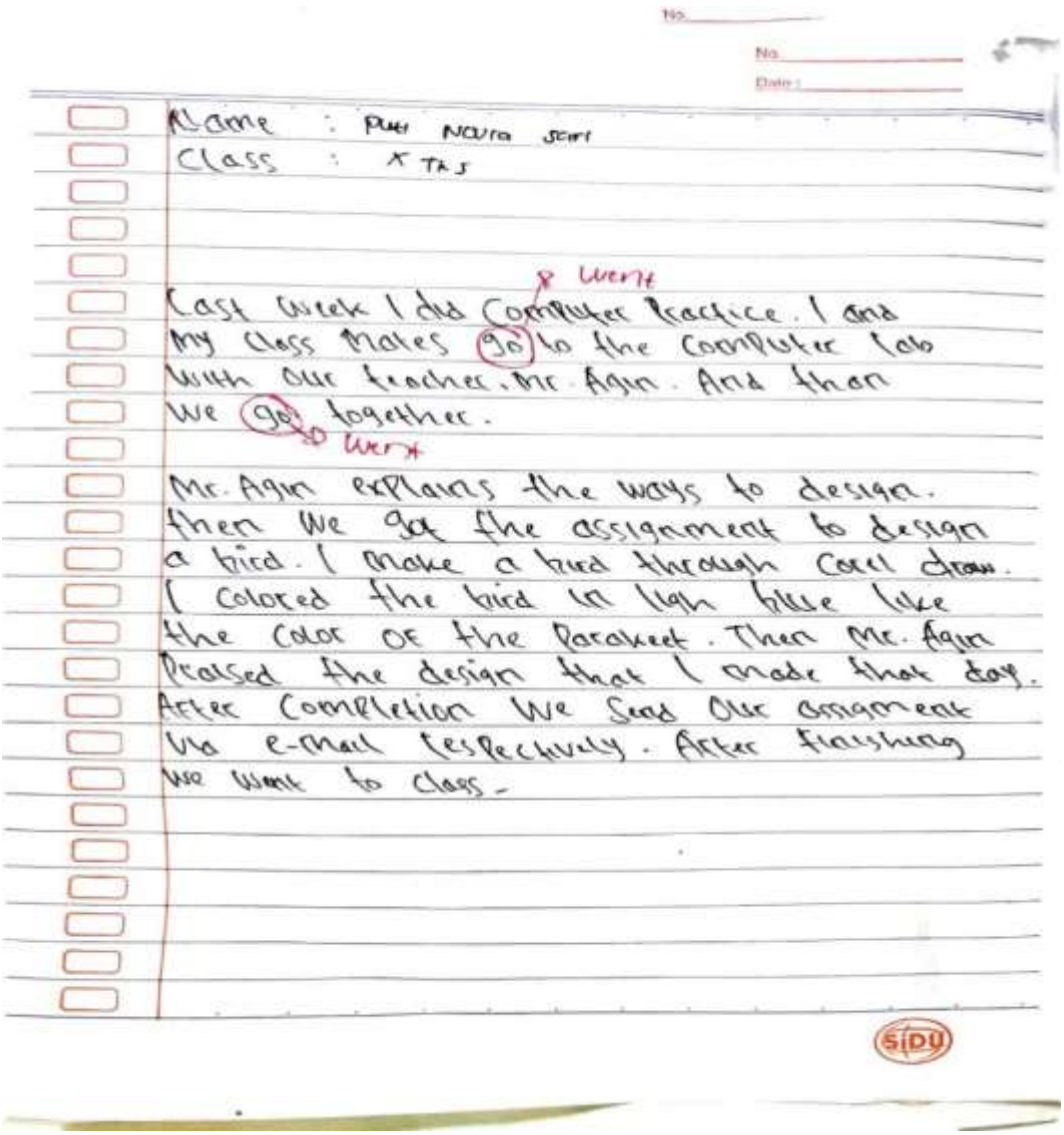
this is my story last week when I was practicing graphic design with mr. Agin. First I went to the computer lab with other friends. then choose a seat based on absences. Then we prayed, after that mr. Agin gave us the task of making a bird design.

then I opened corel draw. First I make the outline first, then determine the background according to what we want, then make the bird's skeleton and then color it. After completion we collect via e-mail.

SIDU

SIDU

No. 11



No.

Date :

Name : Puti Nouria Sari
Class : X TKJ

Last week I did Computer Practice. I and my class mates go to the computer lab with our teacher, Mr. Agin. And than we go together.

Went

Went

Mr. Agin explains the ways to design. then we got the assignment to design a bird. I make a bird through Corel draw. I colored the bird in ligh blue like the color of the Parakeet. Then Mr. Agin praised the design that I made that day. After completion we send our assigment via e-mail respectively. After finishing we went to class.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4349/In.28/J/TL.01/11/2021

Lampiran: -

Perihal : **IZIN PRASURVEY**

Kepada Yth.,

KEPALA SMK PELITA BANGUNREJO

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir / Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**MITA LESTARI**
NPM	:	1801071036
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELIITA BANGUNREJO

Untuk melakukan prasurvey di SMK PELITA BANGUNREJO, dalam rangka menyelesaikan Tugas Akhir / Skripsi.

Kami menghaeapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 November 2021
Ketua Jurusan,

Andianto, M.Pd
NIP 19871102 201503 1 004

YAYASAN PELITA BANGUN REJO
SK MENKUMHAM RI NOMOR AHU-0016313.AH.01.04.Tahun 2017 Tanggal 02 November 2017
SMK PELITA BANGUNREJO
NSS : 344120222017 / NPSN : 10802071
TERAKREDITASI "B"
http://www.smkpelitabare.sch.id / E-mail : info@smkpelitabare.sch.id
Alamat : Jln. Raya Barat No.69 Bangunrejo, Kec.Bangunrejo Lampung Tengah 34173 Telp : (0729) 7343587

SURAT KETERANGAN

Nomor : 420/102/SMK.P/C.8/D.8/XI/2021

Sehubungan dengan surat dari Institut Agama Islam Negeri (IAIN) Metro, Nomor: B-4349/In.28/J/TL.01/11/2021, hal :Izin Mengadakan PRASURVEY tertanggal 05 Januari 2022, maka Kepala SMK Pelita Bangunrejo dengan ini menerangkan nama mahasiswa di bawah ini :

Nama	: **MITA LESTARI**
NIM	: 1801071036
Semester	: 7 (Tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ERROR ANALYSIS ON THE USE OF TENSE IN WRITING RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO

Demikian Surat Keterangan di buat untuk dapat dipergunakan seperlunya.

Bangunrejo, 04 November 2021

Kepala Sekolah,

AHMAD BUHARI PERDANA, S.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4572/In.28.1/J/TL.00/10/2022
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
(Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**MITA LESTARI**
NPM	:	1801071036
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 Oktober 2022
Ketua Jurusan,

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya,silahkan scan QRCode.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4603/In.28/D.1/TL.00/10/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK PELITA BANGUNREJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4602/In.28/D.1/TL.01/10/2022, tanggal 25 Oktober 2022 atas nama saudara:

Nama	:	**MITA LESTARI**
NPM	:	1801071036
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK PELITA BANGUNREJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Oktober 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4602/In.28/D.1/TL.01/10/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**MITA LESTARI**
NPM	:	1801071036
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMK PELITA BANGUNREJO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 25 Oktober 2022

Mengetahui,
Pejabat Setempat

YAYASAN PELITA BANGUNREJO LAMPUNG
SMK PELITA BANGUNREJO
SEKOLAH MENENGAH KEJURUAN
TERAKREDITASI B
NPSN 10802...

Ahmad Buhari Perdana, S.Pd

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN PELITA BANGUN REJO
SK MENKUMHAM RI NOMOR AHU-0016313.AH.01.04.Tahun 2017
Tanggal 02 November 2017
SMK PELITA BANGUNREJO
TERAKREDITASI "B"
http://www.smkpelitabare.sch.id / E-mail : info@smkpelitabare.sch.id
Alamat : Jln. Raya Barat No.69 Bangunrejo, Kec.Bangunrejo Lampung Tengah 34173 Telp : (0729) 7343587

SURAT KETERANGAN
Nomor : 420/169-09/SMK.P-SKet/X/2022

Sehubungan dengan surat dari Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah dan Ilmu Keguruan, Nomor : B-4603/In.28/D.1/TL.01/10/2022, Perihal : Izin Research tertanggal 25 Oktober 2022, maka Kepala SMK Pelita Bangunrejo Lampung Tengah dengan ini menerangkan nama mahasiswa di bawah ini :

Nama	: **MITA LESTARI**
NPM	: 1801071036
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris

Benar telah mengadakan research/survey di SMK Pelita Bangunrejo Lampung Tengah pada tanggal 25 Oktober 2022 sampai tanggal 19 November 2022 guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan Tugas Akhir/Skripsi yang berjudul : **"AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITHING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO".**

Demikian Surat Keteragan diperbuat untuk dapat dipergunakan seperlunya.

Bangunrejo, 25 Oktober 2022
Kepala SMK Pelita Bangunrejo,

YAYASAN PELITA BANGUN REJO SMK PELITA BANGUNREJO SEKOLAH MENENGAH KEJURUAN TERAKREDITASI B NPSN 10802071 BANGUNREJO LAMPUNG TENGAH

AHMAD BUHARI PERDANA, S.Pd.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1677/In.28/S/U.1/OT.01/12/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Mita Lestari
NPM	: 1801071036
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071036

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Desember 2022
Kepala Perpustakaan

Dr. Asrad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : MITA LESTARI

NPM : 1801071036

Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 15 Desember 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mita Lestari
NPM : 1801071036
Jurusan : TBI
Semester : VIII/2022

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	14-02-2022	Dr. Mahrus as'ad, M.Ag	Bimbingan proposal Bab I, II, III	
2	18-02-2022	Dr. Mahrus as'ad, M.Ag	Perbaikan bagian judul dan daftar isi	
3	18-03-2022	Dr. Mahrus as'ad, Mag	Perbaikan dan penambahan materi di bab II	
4	21-03-2022	Dr. Mahrus as'ad,Mag		
5	5-04-2022	Dr. Mahrus as'ad.Mag		

Mengetahui
Ketua Jurusan TBI

ANDIANTO, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing

Dr. Mahrus As'ad, M.Ag
NIP. 196111211993100 1

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : MITA LESTARI
NPM : 1801071036

Prodi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa 08/11/2022	Dr. Mahrus As'ad, M.Ag	Bimbingan Bab IV dan V	
2	Selasa 22/11/2022	Dr. Mahrus As'ad, M.Ag	Bimbingan Skripsi	
3	Jum'at 2/12/2022	Dr. Mahrus As'ad, M.Ag	Bimbingan Skripsi	
4	Senin 5/12/2022	Dr. Mahrus As'ad, M.Ag	Revisi Abstrak, Daftar Isi, Daftar Pustaka	
5	Kamis 15/12/2022	Dr. Mahrus As'ad M.Ag	Acc Munaqasah	

Mengetahui
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Mahrus As'ad, M.Ag
NIP. 196112119931001

AN UNDERGRADUATE THESIS

AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO

By:
Mita Lestari
Student Number: 1801071036

TARBIYAH AND TEACHER TRAINING FACULTY ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H/ 2022 M

AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO

by Mita Lestari 1801071036

Submission date: 16-Dec-2022 01:18PM (UTC+0700)
Submission ID: 1982646530
File name: 74._Mita_Lestari_-_1801071036.docx (179.16K)
Word count: 15216
Character count: 77003

AN ERROR ANALYSIS ON THE USE OF PAST TENSE IN THE WRITING OF RECOUNT TEXT OF THE TENTH GRADERS OF SMK PELITA BANGUNREJO

ORIGINALITY REPORT

7%	7%	1%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.metrouniv.ac.id Internet Source	3%
2	repository.radenintan.ac.id Internet Source	2%
3	e-repository.perpus.iainsalatiga.ac.id Internet Source	1%
4	ejournal.ust.ac.id Internet Source	1%

Exclude quotes	On	Exclude matches	< 1%
Exclude bibliography	On		

CURICULUM VITAE

The name of writer is Mita Lestari. She was born at SinarLuas, on January 20th 1999. She is only child of happy parents. Mr. Basri and Mrs. Darwati.

In 2011 she graduated from SDN Sinarluas. Then in 2014 she graduated from SMPN 02 Bangunrejo. At the time 2017 she graduated from SMK Pelita Bangunrejo. In 2018, she dedicated to continue her study by taking S1 English Education Programof State Islamic studies of Metro (IAIN Metro Lampung).